DOCUMENT RESUME

ED 389 095 EA 027 211

TITLE	Extending the Learning Time for Disadvantaged Students: An Idea Book. Volume 2, Profiles of Promising Practices.
INSTITUTION	Policy Studies Associates, Inc., Washington, DC.
SPONS AGENCY	Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE	[95]
CONTRACT	LC-89089001
NOTE	102p.; For Volume 1, see EA 027 210. For summarizing brochure, see EA 027 209.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; After School Education; *Educationally Disadvantaged; Elementary Secondary Education; *Extended School Day; Federal Legislation; Flexible Scheduling; High Risk Students; Program Effectiveness; Program Implementation; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1

ABSTRACT

The Title I program, the federal government's largest elementary and secondary school program, has been redesigned in order to make improvements in the nation's poorest schools. This handbook comprises the second of two volumes that provide examples of schools and communities working together to provide children with more time to learn. The book includes detailed profiles of 14 programs that extend learning time for disadvantaged students in diverse settings. The featured programs base their activities on goals specifically set to address students' needs. Each of the program descriptions provides information on school context and major program features such as academic focus, organizational management/structure, professional environment, funding, parent and community involvement, cultural inclusiveness, and assessment and accountability. Implementation issues and evidence of program success are also highlighted. The programs illustrate how Title I, working with schools and communities, can contribute to enhanced learning outside of the traditional school day, work, or year. Appendices contain contact information, a list of planning resources, and a planning/implementation checklist. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

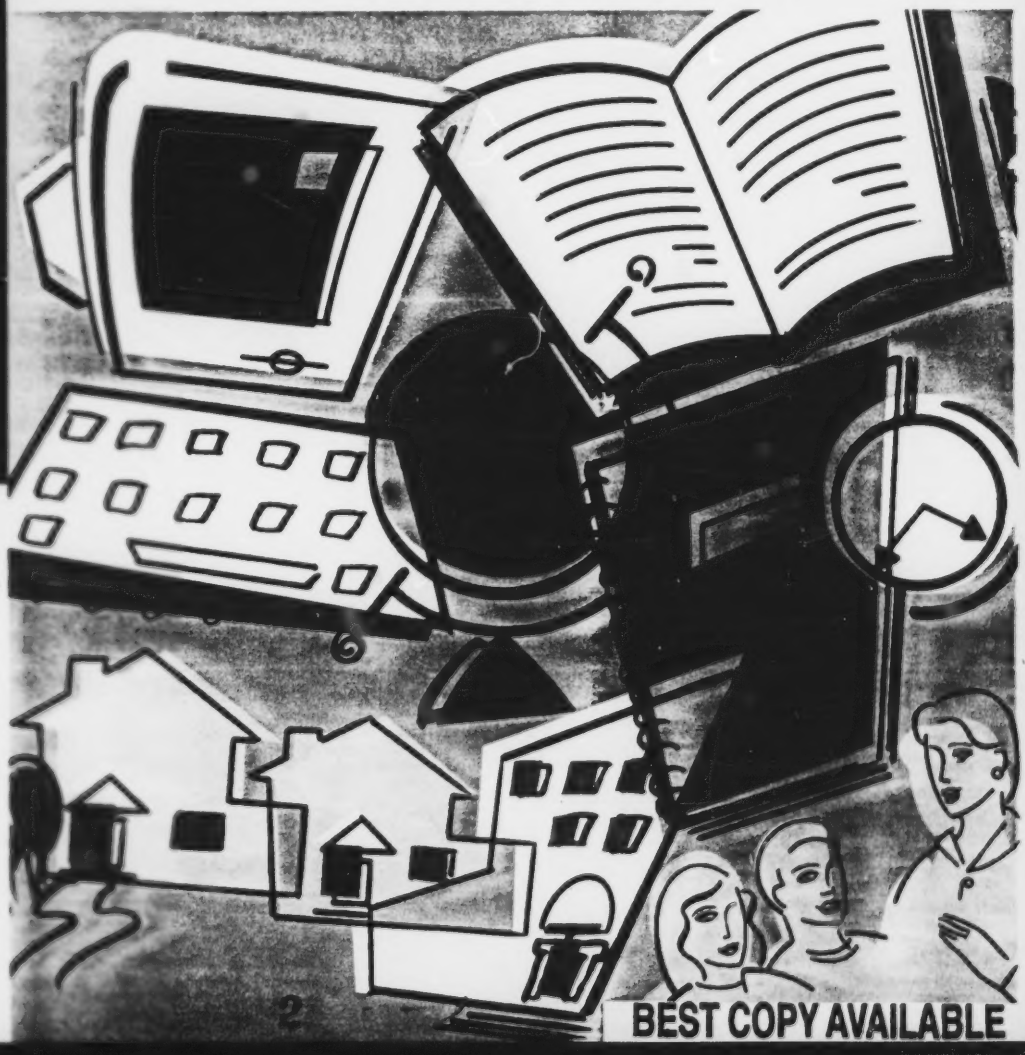
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
■ This document has been reproduced as received from the person or organization originating it.
□ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 389 095

U.S.
DEPARTMENT
OF
EDUCATION

Extending Learning Time for Disadvantaged Students

VOLUME 2 PROFILES OF PROMISING PRACTICES



AN IDEA BOOK

EA 027 211

BEST COPY AVAILABLE

Extending Learning Time for Disadvantaged Students:

An Idea Book

VOLUME 2 PROFILES OF PROMISING PRACTICES

Prepared for the U.S. Department of Education
by Policy Studies Associates
Contract LC 89089001
Task Order EA 940870

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

August 10, 1995

Dear Fellow Educators:

Children who attend high-poverty schools often lack opportunities outside of school to extend their learning. It is time to make dramatic improvements in our nation's poorest schools, and the Title I program, the federal government's largest elementary and secondary school program, has been totally redesigned so it can contribute to this effort in new ways. Recognizing that students spend only a small part of their day in school, Title I encourages greater and more productive use of time outside the classroom. Title I, working in tandem with principals, teachers, school district and community leaders, and parents, can contribute to enhancing learning outside of the traditional school day, week or year.

Extending Learning Time for Disadvantaged Students: An Idea Book, one in a series the Department will issue, suggests numerous ways to extend learning time using available community resources. This idea book describes approaches that rely on a broad definition of learning time that includes traditional classroom instruction, community service, and extracurricular and resource activities. It is intended to serve as a resource for practitioners, policymakers and parents to use the new opportunities of improved federal education legislation to strengthen and expand local improvement efforts.

We encourage you to draw on the guidance in this idea book and the successes of the profiled schools to improve your schools, to help all children learn more, and to work hard toward higher standards.

Yours sincerely,

Dick Riley

Richard W. Riley

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-0100

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

U.S. Department of Education

Richard W. Riley
Secretary

Marshall S. Smith
Under Secretary

Alan L. Ginsburg
Director, Planning and Evaluation Service

Val Plisko
Director, Elementary and Secondary Education Division
Planning and Evaluation Service

Daphne Hardcastle
Elementary and Secondary Education Division
Planning and Evaluation Service

The views expressed in this report, developed under contract to the U.S. Department of Education, do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

BEST COPY AVAILABLE

Acknowledgments

In planning this idea book we benefitted enormously from the help of teachers, principals, state education agency staff, foundation staff, and technical assistance providers who willingly answered our questions, shared their insights, and directed us to outstanding schools and programs. We extend our thanks to all those who gave us such valuable input in the early stages of this project.

We extend special appreciation to the teachers, principals, other staff members, and friends of the programs profiled in both volumes of this idea book, who gave so generously of their time to help us compile detailed and accurate accounts. Without their willingness to teach us about their programs, and their patience as we returned with additional questions, this idea book would not have been possible. Although we were unable to include profiles of all the programs that we contacted as we developed this idea book, all the teachers and principals whom we interviewed contributed to our understanding of the possibilities for extending learning time for disadvantaged students.

These volumes were reviewed by Mrs. E. Louise White and her colleagues on the District of Columbia Title I School Support Team. We appreciate their careful reading of these volumes and their thoughtful suggestions.

Finally, our thanks to Daphne Hardcastle of the U.S. Department of Education and to Elizabeth Reisner of Policy Studies Associates for their support and advice throughout all stages of the project.

Janie Funkhouser
Leila Fiester
Eileen O'Brien
Lisa Weiner

Policy Studies Associates, Inc.
Washington, DC
1995

Contents

ACKNOWLEDGMENTS

USING TIME IN NEW AND BETTER WAYS 1

EXTENDED-TIME PROGRAMS THAT SHOW SPECIAL PROMISE 7

ASPIRA After-School and Summer Programs and Clubs (Chicago, Illinois) 8

Title I Summer Program for Private School Children (Beaverton, Oregon) 14

Educational Program for Homeless Children and Youth (Devil's Lake, North Dakota) 19

Extended-Day Kindergarten (Florence County, South Carolina) 24

After-School, Weekend, and Summer Kids Crew Programs (Brooklyn, New York) 28

Public Housing Development After-School Study Centers (Omaha, Nebraska) 34

Saturday School: Raising Hispanic Academic Achievement, Inc. (Silver Spring, Maryland) 39

Year-Round Education with Intersession Programs: Socorro Independent School District (El Paso County, Texas) 45

Summer Enhancement Program (Charleston, South Carolina) 51

The Summer Institute for At-Risk Migrant Students (Tallahassee, Florida) 55

Summer Program for At-Risk Students (South Bend, Indiana) 61

Total Action Against Poverty (TAP): Summer Youth Employment Program (Roanoke, Virginia) 66

Teen Outreach Program (TOP) (Sonora, California) 71

Before- and After-School Program: Yuk Yau Child Development Center (Oakland, California) 77

APPENDIX A 84

APPENDIX B 87

APPENDIX C 94

"We need to demonstrate in this nation that we celebrate children, believe in them, challenge them, and prepare them for their world. And, most important, (we need to) create opportunities for them."

Alonzo A. Crim
former Superintendent of
Atlanta City Schools (from Together We Can: A Guide for Crafting a Profamily System of Education and Human Services. April 1993, p.6. Washington, DC: U.S. Department of Education and U.S. Department of Health and Human Services.)

This idea book is intended as a resource for practitioners interested in implementing extended learning opportunities for students. It includes detailed profiles of 14 programs that extend learning time for disadvantaged students in diverse settings, using volunteers and community-based professionals as well as classroom teachers. The approaches described here rely on a broad definition of learning time that includes traditional classroom instruction, community service, and extracurricular and cultural activities. While the programs included here are just a few of many successful efforts to extend learning opportunities, together they provide a snapshot of the range of options available in rural, suburban, and inner-city areas serving students of diverse racial and ethnic heritage.

In addition to profiles of these programs, appendices provide (1) contact information on program planners who are willing to share their experiences; (2) other planning resources including recent case studies of extended-time programs, national organizations that offer extended learning opportunities for youth, and relevant national associations and resource centers; and (3) a checklist of important considerations for those planning or implementing extended-time programs. A companion volume for policymakers provides the research-based rationale for extending learning time for disadvantaged students, as well as a detailed analysis of promising practices for extended-time programs.

2

In coordination with appropriately challenging curricula, thoughtful instruction, and sensible management, extended-time programs can improve student achievement.

The success of extended-time programs for disadvantaged students depends on the decisions that educators and planners make in designing and implementing programs. Program success evolves from goals that specifically address students' needs. These goals promote high academic and behavioral standards and cultivate productive links between the student and the world beyond the classroom. Particularly promising practices include:

- **Careful planning and design**, including (1) clearly defined needs and goals; (2) determination of the best time of the day, week, or year to offer the program and of the amount of time to be added to students' learning opportunities; and (3) consideration of program costs.

- **Links between the extended time and the regular academic program.** Good extended-time programs connect the added time to regular school experiences so that students learn and succeed academically. These connections are made in three

ways: (1) Regular teachers and principals refer children to the program and provide information on students' particular needs; (2) regular teachers staff the extended-time opportunities, increasing the programs' coordination and continuity with normal classroom activities; or (3) programs use textbooks and materials from the students' regular classes for extended-time tutoring and homework help sessions.

- **A clear focus on using extended time effectively.** Good extended-time programs use instructional practices that actively engage students' attention and commitment. These practices may include traditional classroom methods, such as individualized instruction and the use of both direct and indirect teaching, as well as organized recreational or cultural activities. To motivate and excite students, many successful extended-learning opportunities do not replicate what is offered by the regular school program but build on and enrich it.

- **A well-defined organization and management structure.** As programs evolve, planners must develop structures for hiring and supervising staff, selecting students, monitoring performance, and guiding the program. The shape of these structures depends on whether programs are developed by schools, by districts, or in partnership with outside agencies or organizations.

- **Parent and community involvement.** Research shows that collaboration between schools, parents, and communities widens the pool of resources, expertise, and activities available to any program, giving disadvantaged students more options. Successful programs feature involvement by parents or the community, or both. In many cases, parents and other community members play an active role in planning, designing, or managing extended-learning opportunities.

- **A strong professional community.** Professional staff development for the programs profiled in this idea book varies according to budgets and program goals. At a minimum, staff development offers an orientation to program goals and objectives, curriculum, and requirements. Other areas for staff development often include expansion of teachers' instructional repertories, ideas for enrichment and hands-on activities, interpersonal skills, subject-matter expertise, cultural awareness, techniques

Program success evolves from goals that specifically address students' needs. These goals promote high academic and behavioral standards and cultivate productive links between the student and the world beyond the classroom.

for working with students with special needs, and student assessment.

- **Cultural sensitivity.** Many good programs make cultural sensitivity a priority that manifests itself in activities for students—such as bilingual instruction and cultural clubs and events—as well as in staff development. Some programs reach beyond the cultures of their own participants to the greater diversity of the community, through field trips, guest speakers, and special seminars. Indeed, good programs unfailingly incorporate the needs and resources of local communities.

- **A continuous search for creative funding.** Program planners must search for funding continuously and creatively, looking to both new and traditional sources of funding for support. Options include federal categorical programs, special funding from state departments of education, funds from private foundations and educational organizations, and support from community agencies and organizations.

- **A willingness to resolve or work around obstacles.** Extended-time programs for disadvantaged students face many challenges to planning and implementation, including problems with attendance, transportation, staffing, and safety during non-school hours. Good programs find ways to resolve or work around these obstacles. In particular, programs that have experienced long-term success appear to have solved the problems of reliable transportation and locating the program in a safe, central location.

- **Thoughtful evaluation of program success.** Success in school and beyond requires not only intellectual but also social and emotional growth. Several programs profiled here assess student progress not only by typical measures of academic achievement, but also by outcomes such as level of self-esteem, leadership, and the ability to work effectively with others to solve problems. Extended-time programs need to be evaluated regularly, using multiple measures of success that reflect each program's goals.

Successful extended-time programs can motivate disadvantaged students and give them the knowledge they need to succeed in school and beyond. Often, such programs build links with students' regu-

U.S. DEPARTMENT OF EDUCATION

School consumes only a small part of any student's time. For many, the remainder of their waking hours offers few paths to academic, social, and emotional growth. But schools and communities can work together to provide every child with more time to learn—and more time to develop the abilities that lead to successful citizenship.

In coordination with appropriately challenging curricula, thoughtful instruction, and sensible management, extended-time programs can improve student achievement. And for students most in need of supplemental assistance, extended-time programs can offer much more: the best of these programs establish safe, stimulating environments that inspire and guide learning far beyond the traditional school day, week, or year. These programs involve children, families, and communities in a concerted effort to prevent student failure and nurture success.

lar school experiences, reinforcing particular skills needed in the classroom. To take advantage of this opportunity, Title I staff can:

- Encourage parents and their children to participate in community-based as well as school-based extended-learning opportunities
- Facilitate coordination among existing programs
- Raise awareness among parents and community members about educational and other benefits of community-based programs

Successful extended-time programs can motivate disadvantaged students and give them the knowledge they need to succeed in school and beyond.

On October 20, 1994, the President signed into law the Pub. L. 103-382, the Improving America's Schools Act (IASA) of 1994, amending the Elementary and Secondary Education Act (ESEA) of 1965. The IASA reauthorized—for a five-year period—programs under Chapter 1 of Title I of the ESEA. We refer to these programs as Title I in the idea books in order to reflect the new legislation.

BEST COPY AVAILABLE

Extended-Time Programs that Show Special Promise

ASPIRA AFTER-SCHOOL AND SUMMER PROGRAMS AND CLUBS

ASPIRA Association, Inc.
Chicago, Illinois

Key Characteristics

- **Cultural focus**
- **Emphasis on math, science, and leadership skills**

Overview

ASPIRA Association, Inc., is a national organization that promotes education and leadership development for Hispanic youth. More than 13,000 students nationally are involved in ASPIRA through after-school and summer programs or clubs. Programs address local needs, including school dropout and teen pregnancy prevention, leadership development, and AIDS awareness. Activities include leadership clubs, counseling services, and tutoring programs in science and mathematics. Because ASPIRA students may be the first in their families to attend college, the program focuses on introducing students to various professions and postsecondary opportunities.

ASPIRA has a national technical assistance office that monitors federal policies, conducts research on the needs of Hispanic youth, and advocates on their behalf. Independent but affiliated state offices are located in New York, New Jersey, Florida, Connecticut, Illinois, Pennsylvania, and Puerto Rico. ASPIRA's Chicago program, begun in 1968 and profiled below, provides after-school and summer programs at three schools, targeting math and science education for middle school students. This program's goal is to connect students with enriching academic and social opportunities.

School Context

All schools with ASPIRA programs have a high concentration of Hispanic students and are located in disadvantaged communities; in Illinois, ASPIRA programs are located at schools where at least 20 percent of the students are Hispanic. Most ASPIRA students are in middle school, high school, or college. After-school programs and summer technology institutes for grades 4-12 are in place in Chicago; Bridgeport, Connecticut; and Dade County, Florida.

The Illinois chapter of ASPIRA works closely with Chicago public schools to involve about 780 students in leadership development and community activities. Three schools offer an after-school program in math and science for 120 students, and 600 students in Chicago Public Schools and surrounding districts participate in ASPIRA clubs. ASPIRA also organizes a six-week summer program with fall semester follow-up. More than 80 percent of these students come from families living below the poverty level, and they often are identified by teachers as being academically at risk. Many

have limited English proficiency. The ASPIRA programs seek to improve academic achievement and interest in school by introducing students to exciting math, science, and technology topics.

Major Program Features

- **Planning and design.** ASPIRA was founded in 1961 in New York City by parents, educators, and community leaders trying to address the high dropout rate among Hispanic high school students. In 1968, the Illinois chapter received startup funds from the New York ASPIRA for a program targeting high school students. Because ASPIRA leaders believed that students should receive intervention at an earlier age, they joined ACCESS 2000, a consortium of higher education institutes in Chicago trying to increase the number of minority and disadvantaged students entering math and science professions. As a result of this collaboration, in 1990 ASPIRA established after-school math and science tutoring programs in three public schools and a summer institute for middle school students. Most ASPIRA students are selected on the basis of teacher recommendations, with an effort to ensure a combination of highly motivated students and those considered at risk for dropping out.

- **Academic focus.** The Illinois after-school math and science programs begin in the fourth grade. Students at each of the three Chicago schools that house ASPIRA Learning Centers work with one or two teachers for one-and-a-half hours, two or three days a week, during the school year. ASPIRA teachers use a Family Math and Science Program curriculum, developed by ASPIRA Illinois and other local groups through the ACCESS 2000 consortium. Students work alone and in groups; up to 10 students may receive individual tutoring and attention for up to four additional hours each week. Teachers follow the school curriculum, selecting hands-on activities that augment what students are currently learning. For example, students at one ASPIRA school constructed robots to learn about math and science in a hands-on, integrated manner; math and science classes have taken field trips to local museums and an aquarium.

  Through ASPIRA clubs that meet at the schools at least once a week, before or after school, middle and high school students explore the contributions of Latinos to U.S. culture with the goal of increasing self-esteem, building leadership skills, and developing a commitment to community empowerment. One

The ASPIRA programs seek to improve academic achievement and interest in school by introducing students to exciting math, science, and technology topics.

club "adopted" an orphanage, and students provided tutoring and recreational activities throughout the year; another club held a conference on the local political process. Each ASPIRA chapter also has a resource center, funded through collaboration with Educational Testing Service, that provides information on college entrance test preparation. Delegates from each club meet weekly at the Chicago ASPIRA office for discussion and guidance.

- **Organizational management/structure.** ASPIRA's national organization provides technical assistance to six state offices. The entire association consists of 225 staff members and many volunteers. Each school with ASPIRA activities has an ASPIRA counselor and a student leadership club serving between 25 and 200 students. The state offices develop, coordinate, and implement programs. In Chicago, teachers in the schools with tutoring and enrichment programs receive stipends, as do some who advise the clubs; other teachers are volunteers. ASPIRA also provides staff to supervise the after-school clubs. Former ASPIRA students who are successful in high school may become tutors for the after-school programs.

- **Parent and community involvement.** ASPIRA emphasizes family and community involvement in all of its programs. In Chicago, school staff work with students and parents to identify academic and personal goals and to provide the support necessary to achieve these goals. After-school social activities play an important role in developing a trusting relationship between parents and teachers. Parents often accompany teachers to workshops and conferences and then report back to other parents. In addition, each of the ASPIRA clubs selects a community issue to address through its activities each year. For 30 students at high risk of school failure, Chicago ASPIRA has implemented TOPS—Teachers, Organizations, and Parents for Students. The students and their parents, teachers, and counselors sign contracts that address behavior modification through individual goals. For example, a student may aim to raise a "D" grade in mathematics to a "C." Each group meets biweekly to monitor improvement in grades, behavior, attendance, and communication between home and school and between parents and students.

  Chicago ASPIRA also runs APEX, a training program in which parents attend eight two-hour workshops to learn advocacy skills. The goal is to create a network of parents who are actively involved in their children's education and in school

U.S. DEPARTMENT OF EDUCATION

decision making. Some parent trainers receive a stipend of $30 for every workshop they hold that is attended by five or more parents. As a result of this training, 10 ASPIRA parents have been elected to school boards and other planning groups.

- **Professional environment.** Chicago's ASPIRA program emphasizes training for elementary and middle school teachers in using a hands-on approach to science to make it relevant to students. This staff development extends beyond the three schools involved in tutoring and enrichment programs to about 10 public schools, which pay to have their teachers participate in staff development activities. Teachers who participate in ASPIRA's training sessions must agree to provide staff development for other teachers at their schools. Teachers earn continuing education credits for attending the workshops.

  Some teachers are involved with the summer enrichment program, which also draws on the expertise of college faculty from the ACCESS 2000 consortium. DePaul University in Chicago has provided ASPIRA with professional expertise in training school faculty and has worked with some ASPIRA parents. DePaul faculty are assembling a hands-on math and science curriculum, using existing resources and curricula, that ASPIRA plans to use in the after-school and summer programs.

Teachers who participate in ASPIRA's training sessions must agree to provide staff development for other teachers at their schools. Teachers earn continuing education credits for attending the workshops.

- **Funding.** Because of the high demand for ASPIRA services, ASPIRA requires school districts to provide some funding unless grants are available. In Chicago, funding comes from: the national organization; locally secured federal grants from National Talent Search ($210,000 in 1993-94), the U.S. Public Health Service ($34,000), and the National Science Foundation; and the schools themselves. ASPIRA estimates that a math and science program for 40 students costs approximately $45,000 a year, including class time, individual instruction, parent and community contacts, and other activities. Schools may be asked to provide all or some of the funding. School contributions include space, supplies, and teachers, whom ASPIRA will train to implement instruction. A club costs about $50,000 a year for 50 children; funding strategies are similar to those for ASPIRA Learning Centers. Schools may work together to raise the necessary funds and sponsor joint programs.

- **Cultural inclusiveness.** Many activities provided by ASPIRA clubs emphasize cultural awareness. In addition, the Society for the Advancement of Chicano and Native Americans in

Science (SACNAS) plans to conduct a one-day workshop in Chicago during its national conference, which ASPIRA teachers may attend. The workshop addresses incorporating cultural aspects into the teaching of science to make it more relevant to minority students. Teachers will receive continuing education credit.

- **Assessment and accountability.** Northwestern University is developing an evaluation component for Chicago ASPIRA's after-school and summer programs. This longitudinal study will monitor student grades, academic progress, high school dropout rates, and postsecondary education rates. ASPIRA also plans to evaluate its parent involvement program in Florida and Puerto Rico, both of which are federally funded sites.

Implementation Issues

Several ASPIRA leaders cited student mobility as a problem, because staff members make deep commitments to students who then leave the school. Teacher mobility can also be a problem; one school has had four ASPIRA teacher sponsors in as many years. Stimulating parent involvement was a problem during the program's early stages. Many schools send letters to identified students' parents at the beginning of the year requesting that their children participate in ASPIRA; those who return the letters join the program. Word-of-mouth communication among parents whose children have participated also attracts new participants. Some ASPIRA programs have waiting lists.

As one program leader noted, "It is very important to enlist the full support and cooperation of principals and teachers—to get them out of their little boxes and think[ing] creatively." The schools and the ASPIRA organization must become full partners, which includes a financial commitment by the school. In sites where obtaining this level of commitment was difficult, it was frequently because teachers did not fully understand their role under ASPIRA—which is to cultivate leadership among students, rather than to lead students themselves. In these cases, ASPIRA staff returned to the schools to reinforce the importance of teacher involvement and the significance of the teacher sponsors as facilitators, not leaders.

Evidence of Success

Although there has been no systematic, national evaluation of ASPIRA programs, all of the new federally funded programs have an evaluation component built into their implementation plans.

In Chicago, the program established a computerized information collection network in early 1994; these findings were available:[2]

> In 1992-93, ASPIRA of Illinois served 1,112 students; 907 stayed in school. Approximately 350 parents and 420 volunteers were involved in the program. There were at least 22 ASPIRA clubs, involving 410 students. Of 410 high school seniors who participated in ASPIRA, 312 were accepted into postsecondary institutions. Twenty-four ASPIRA students graduated from the alternative high school.

In addition, the national ASPIRA headquarters has collected evaluation data showing that 90 percent of ASPIRA participants continue their education in college or postsecondary programs such as technical training, compared with a national average of 45 percent for Hispanic students in general.

TITLE I SUMMER PROGRAM FOR PRIVATE SCHOOL CHILDREN

Beaverton, Oregon

Key Characteristics

- Private school students
- Language arts emphasis

Overview

More than 50 Title I-eligible students from nonpublic elementary schools enroll each summer in a four- to five-week reading program sponsored by the Beaverton Title I program. Thematic studies provide a framework for reading and writing activities that improve student attitudes and achievement and encourage parent participation in education. The summer school, begun in 1986, targets students in grades 1-8 who have difficulty reading, as well as their parents who often have little confidence in their ability to help. The program's goals are to stimulate higher-order thinking skills, overall reading competence, and social skills, and to engage parents in supporting student learning.

School Context

Beaverton is an ethnically diverse suburb of Portland, Oregon, that enrolls 28,000 students in 42 public schools. Sixteen schools in the district are Title I schools, with poverty rates ranging from 25 percent to 65 percent. Beaverton also has 10 private schools, which are attended by some students who live in areas served by Title I-eligible schools. The Title I summer program for private school children began in 1988 and now serves 55 students in grades 1-8. Most of the students are Anglo; approximately 10 percent are Hispanic or Asian American.

Major Program Features

- **Planning and design.** The Title I summer program for private school children was designed to meet the needs of Title I-eligible private school students after the U.S. Supreme Court's *Aguilar v. Felton* decision, which prevents the local Title I program from delivering on-site services at religiously affiliated private schools. The district's Title I specialist and principals of the local nonpublic schools identify prospective students for the program. An advisory team to the district Title I staff composed of the private school principals meets every other month to discuss planning and implementation issues, including academic content for the summer program, continuity of instruction, parent involvement, and the effectiveness of the Title I project consultant. Title I teachers work in primary and intermediate grade-level teams to plan all aspects of the program.

- **Academic focus.** The curriculum in Beaverton schools emphasizes language arts instruction based on high-quality literature and thematic units that bridge disciplines. Thematic units chosen by program staff provide the framework for instruction in the summer program. Students read and write about themes that are interesting to them. For example, while studying the history of the Oregon Trail the students work individually and in groups to read historical accounts, write journals, and make maps of the trail. A project on local history engaged students in reading about quilting, writing a quilting song, and making a quilt. Under the direction of four Title I teachers and five instructional assistants, the students also learn strategies to improve their reading skills (e.g., retelling stories they read to monitor their own comprehension.)

  Classes meet for three-and-a-half hours a day, four days a week in the same building used by the district-sponsored summer school for special education students. The program director views this arrangement as mutually beneficial because it allows Title I students to improve their skills by reading to children with learning problems. Creative groupings also enhance learning opportunities; options include cross-age grouping according to interest, grouping according to needs, and heterogeneous grouping for cooperative learning. Ten to 15 "reading partners"—parents or community volunteers—offer regular, individualized help to students during the five-week session. They read to children, using high-quality literature and picture books and emphasizing the students' prior knowledge, reading comprehension, and ability to make predictions.

  Students use laptop computers to learn word processing and write reports, poetry, and new versions of favorite books. Students are allowed to take the computers home, although some parents have been reluctant to take responsibility for such expensive equipment.

- **Organizational management/structure.** The program is managed by a Title I program specialist assisted by a Title I consultant. The consultant monitors the performance of students in the private schools during the school year, consults with students and teachers individually, and offers training sessions for teachers and parents at various nonpublic school sites. Four certified reading specialists and five instructional assistants, paid on an extended-year contract, work approximately six hours a day on program activities during the summer.

Creative groupings also enhance learning opportunities; options include cross-age grouping according to interest, grouping according to needs, and heterogeneous grouping for cooperative learning.

Teachers and assistants choose to participate in the summer program and have some time off before and after summer school; according to the project director, the shortened work-week and workday help keep the year-round staff from experiencing burnout.

Prospective students in the Beaverton private schools are identified by principals and teachers. The Title I consultant evaluates students whose teachers report that they are reading below grade level in order to determine their relative strengths. Students whose composite scores reveal serious deficiencies in advanced skills are invited to participate in the summer program. Parents are expected to help their children improve attitudes toward reading. Parents attend monthly training sessions between spring and fall, during which Title I specialists describe ways to support children's learning at home.

- **Parent and community involvement.** Parents are encouraged to participate in home-based learning activities that increase their confidence and skills. Once summer school students are identified, their parents attend a meeting that introduces them to the program and describes ways in which they can help their children learn. Parent meetings are held monthly between spring and fall; child care is provided at every meeting so that single parents or both parents can attend. In a typical parent session, a consultant introduces parents to home-learning strategies such as using illustrations to impart meaning. The children then join them and teachers model the strategy. Parents are then encouraged to try the strategy themselves.

  During the summer, parents attend one or two "Open Houses" at which they view their children's work, participate in planned activities, and evaluate the program. At a recent open house, teachers set up learning centers in each classroom that represented Howard Gardner's theory of multiple intelligences (e.g., musical or kinesthetic); in one, parents learned how to write a song using a keyboard, viewed songs written by students, and were encouraged to write a song with their children. Some parents also volunteer during summer school to work with students individually or become "reading partners."

  A local bookstore and two restaurants offer rewards for student achievement and food for parent involvement sessions. Each time a parent reports that a child has read five books, the student receives a coupon redeemable for one book at the par-

ticipating bookstore. McDonald's and a local pizza place also offer coupons. The Kiwanis Club provides child care during the parent meetings.

- **Professional environment.** The summer school staff consists mainly of trained professionals who work on an extended contract. Staff development for the summer school consists of one full day of training with one and a half days allotted for setting up and planning. After a training session introduced teachers and aides to "multiple intelligences" research and theories, teachers were encouraged to use the theories to assess each student's strengths and find ways to build on them. Staff usually receive one and a half hours a day to plan, organize, and assess their daily activities.

- **Funding.** The summer program's $35,850 budget comes entirely from the Beaverton Title I program. The per-pupil expenditure is about $652. District buses provide transportation, but Title I funds pay for their use. The Beaverton school district supplies the site, within an already-existing summer school; it also offers copying privileges and some administrative support. Beaverton does not have a Title I program for private school students during the regular term.

- **Assessment and accountability.** Teachers use frequent portfolio assessments to encourage students to review their own work critically and observe progress made over the course of the summer. The program uses a "Reading Miscue Inventory" to provide pre- and post-test results that measure student progress. Students show consistent gains in use of effective reading strategies such as backtracking (re-reading difficult passages), making meaningful substitutions, and self-correcting. Results from student self-assessments also indicate that students' perceptions of themselves as learners are enhanced by the summer school experience. Anecdotal information from principals and teachers indicates that the program improves student performance and self-esteem.

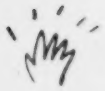
Teachers use frequent portfolio assessments to encourage students to review their own work critically and observe progress made over the course of the summer.

Implementation Issues

The program's biggest challenge was convincing parents of Title I students that summer school can help their children's attitude and performance, given the program's short duration. Attracting enough students for the first summer school in 1986 was difficult, but the problem diminished after parents realized how intensive the program is and initial positive results led to word-of-mouth recommendations.

Evidence of Success

Pre- and post-program tests show a dramatic increase in students' use of effective reading strategies; the tests measure both frequency and appropriateness of the strategies used. In the pretest, between 25 percent and 50 percent of the participants were seldom or never observed using one or more of the strategies, and about 30 percent used them only sometimes. In the post-test, more than 60 percent of the students used three of the four strategies whenever appropriate; overall, fewer than 10 percent failed to use them at all. In several smaller subtests, students demonstrated the ability to use good reading strategies to make sense of unfamiliar or relatively difficult texts. These results have been consistent since the program's inception in 1988.



U.S. DEPARTMENT OF EDUCATION

EDUCATIONAL PROGRAM FOR HOMELESS CHILDREN AND YOUTH

Devil's Lake, North Dakota

Overview

The Educational Program for Homeless Children and Youth, administered by the North Dakota Department of Public Instruction, provides tutoring, homework assistance, and recreational activities to homeless children. The program exists at nine sites, three of which are school districts. The remaining six programs are housed in community-based organizations and centers, including a YWCA, an agency that targets troubled adolescents, and a resource center for abused adults. The sites provide tutoring several times a week, after school, or in the evening. The Devil's Lake school district also runs summer programs for elementary students that provide counseling services and academic assistance. That 12-week program, started in 1990 and profiled below, is run by the school district and by an agency that serves troubled families.

School Context

The Devil's Lake summer program, which operates from 10 a.m. to noon, served 22 students in 1993. Six of the students were Native American, and 16 were Anglo. Approximately half of the students qualify for subsidized lunch. The summer program is located at one of the district's three elementary schools, and students are bused to the central site. Because of limited resources, in 1993 the program accepted 22 of the 100 students referred to the program by teachers—those deemed most at-risk of school failure. Because the program serves a fairly small number of students, tutors are able to discuss each child's needs and progress with his or her classroom teachers.

Key Characteristics

- Tutoring
- Collaboration between school district and community agency

Major Program Features

- **Planning and design.** The state Department of Public Instruction began providing McKinney Act funds in 1988 to education programs for the estimated 250 to 500 homeless children in North Dakota. At the site in Devil's Lake, the Families First agency and the elementary schools were already collaborating, with funding from the Annie E. Casey Foundation, to allow a teacher with experience in foster care to visit families of children experiencing sudden academic failure, poor socialization, or behavior problems. The Devil's Lake summer program began in 1990 as a response to concerns of teachers and Family First staff that homeless children were falling behind academically, especially between school years,

and an awareness that these students needed a safe place to go when school was not in session.

The summer program began with a parent survey to determine the extent of the need for such services. The program was piloted in one elementary school before expanding to two more. The late arrival of funds and short planning time resulted in a recreational focus during the first year. During the past two years, the program was restructured to include pre-program student evaluations that enable staff to target specific academic, social, and behavioral needs.

- **Academic focus.** Tutors work with students individually as needed, during sessions that meet for two hours a day, five days a week. Classroom teachers work closely with program staff to provide input on what type of help each child requires. Teachers evaluate each child before the summer program begins, using a questionnaire developed by Families First, to determine areas of academic weakness. The student then receives individual help from a tutor in these areas. Program staff also look closely at the students' report cards to identify social or behavioral problems, which they address through art therapy. Participants also use the library for whole language activities and participate in supplemental instruction in phonics and a take-home reading program that involves parents in student reading. The program includes field trips to the local newspaper and fire station, and recreational opportunities, such as picnics at the local park and lake, usually supervised by high school students.

- **Organizational management/structure.** The Devil's Lake School District determines the summer program's curricular needs, and Families First controls the budget. An advisory board was created in 1990 to plan, implement, and oversee the district's after-school programs and the summer program. The board meets monthly; members include an elementary school principal, a bank vice-president, a parent, a family-school liaison, the director of Families First, the county's director of extension services, and a retired senior volunteer. The advisory board is expected to assume most responsibility for the summer and after-school projects soon, because Families First is planning to close. With the loss of Families First, the long-range status of the summer program is unclear. The advisory committee has applied for a federal Chemical and Substance Abuse Prevention grant to continue the program in 1995, but has not named an administrative agency to replace Families First.

Teachers evaluate each child before the summer program begins, using a questionnaire to determine areas of academic weakness. The student then receives individual help from a tutor in these areas.

Much of the planning for the summer program was done by Families First, with major input from teachers who refer students to the program. Staffing includes one full-time and two part-time staff members from Families First, 12 teacher volunteers, three high school students, and a bus driver. Each teacher usually volunteers to tutor students for one week. Although the summer program occurs at an elementary school, the district has not assumed financial ownership of the program. Staff at the Families First agency work closely with the elementary school principals and teachers to plan the program each year.

- **Parent and community involvement.** Although there is no formal mechanism for parent involvement, parents are encouraged to become involved by visiting school or accompanying their children on field trips. Parents also receive tips on how to help their children learn at home, and they receive handwritten newsletters from program staff informing them of activities. Staff conduct a parent survey each year to elicit feedback from parents, and families attend a "graduation" ceremony at the end of the program. The community has been more involved with the district's after-school program than with the summer program. Almost all meals provided by the summer program are donated by restaurants, and one restaurant sponsored a pizza party for children and their parents.

- **Professional environment.** School personnel are involved in the summer program, including a certified social worker, art and reading teachers, and two tutors. Each of the programs also has a core group of volunteers. There are no formal staff development activities associated with these programs. The core staff is paid, while others volunteer time and may receive an honorarium if money is available. Informal school support for the programs is very strong.

- **Funding.** Annual funding for the entire state program is approximately $60,000. The money primarily covers supplies and stipends for tutors and counselors involved with the program. However, the approximately $7,500 that Devil's Lake receives from the state homeless grant for the summer program covers only half of the program costs. Families First has covered the remaining costs, mainly in the form of staff salaries. The grant does not cover transportation, which is provided by the Families First van. The district provides space for the program at an elementary school.

The per-pupil expenditure for the program in Devil's Lake is approximately $613, or $5.11 per student hour. Although the program will lose significant funding when Families First closes, the program may receive $6,500 from a foundation grant obtained by a now-defunct local youth organization. The school district has obtained $8,500 in state McKinney Act funding to include homeless children in an after-school child-care program during the regular school year, with transportation provided by a church—but this program will not operate during the summer.

- **Assessment and accountability.** The program files monthly reports with a state coordinator, who visits at least once a year. The reports describe the number of children served and types of activities provided. All children participating in the 1993 summer program took the Wide Range Achievement Test (WRAT) before and after the program, supervised by a Families First staff member. Organizers are now seeking parental permission to compare pre- and post-program grades with a group of similar children who did not participate in the summer program.

Implementation Issues

There is no clear "owner" of the program in Devil's Lake—a circumstance that has had both positive and negative ramifications. The Families First agency and the school district forged a strong and mutually beneficial relationship with each other because students' needs are identified and monitored by teachers and agency staff; as the Families First director commented, "I can't imagine trying to implement a program like this without the full commitment of the school system." Funding for Families First expired, and the district has struggled to find ways to run the program without the agency's input and transportation assistance. Members of the program advisory board acknowledge that the small community's weak economic base does not offer any clear funding solutions.

The community-based advisory board, which one principal identified as crucial to program success, has resulted in strong community support. However, neither the district nor Families First wanted to take responsibility for evaluating program outcomes. Instead, they have relied on formative evaluation through parent surveys.

The Families First agency and the school district forged a strong and mutually beneficial relationship with each other because students' needs are identified and monitored by teachers and agency staff; as the Families First director commented, "I can't imagine trying to implement a program like this without the full commitment of the school system."

Evidence of Success

Analysis of the pre- and post-program WRAT scores in 1993 showed an improvement in math and language skills for almost all students. Teachers report academic and behavioral improvement in children who participate in the summer program; the Families First director described one student who had been unable to master a math concept during the school year but did so after intensive summer tutoring and proudly demonstrated his new-found knowledge to his former teacher the following year. Teacher involvement in the program has increased, with more teachers requesting that children receive tutoring in specific subjects. Parent surveys also indicate a high level of satisfaction with the Devil's Lake program.

EXTENDED-DAY KINDERGARTEN

Florence School District One
Florence County, South Carolina

Overview

Florence School District One began its extended-day Title I kindergarten program in 1973. The program serves 240 students a year in four elementary schools with Title I schoolwide projects; students whose scores on a skills checklist indicate a need for additional work on reading receive first priority in enrollment. The program focuses on improving cognitive, motor, and social skills needed to succeed in first grade, with a particular emphasis on early literacy development, including listening, speaking, and language skills. Students receive more than 630 extra hours of instruction a year and are evaluated with district-created assessment tools.

School Context

The school district serves 15,000 students in rural and urban communities. Approximately 75 percent of the students in Title I are African American, 24 percent are Anglo, and fewer than 1 percent are Hispanic. Fewer than 1 percent have limited English proficiency. Approximately 88 percent of the students in the extended-day program qualify for free or reduced-price lunch.

Key Characteristics

- Continuous professional development
- Integrated skills curriculum

Major Program Features

- **Planning and design.** The program is partially coordinated with a state goal of increasing school readiness; it was developed as a preventive measure to enable students to develop the skills needed for success in first grade, decreasing the potential need for further remedial services in their elementary years. The extended-day kindergarten focuses on whole language and incorporates state curriculum objectives. Kindergarten teachers coordinate with first grade Reading Recovery teachers to help guide curriculum and instruction at the kindergarten level.

  When the extended-day schools became schoolwide projects, Title I kindergarten teachers had the option of increasing the extended-day class size but opted to maintain the student-teacher ratio of 20:1, which they view as the maximum number of students they can serve effectively in a group.

- **Academic focus.** All kindergarten students in the district's 12 elementary schools receive instruction from 8 a.m. to 11 a.m. Extended-day Title I kindergarten students attend until 2:30 p.m., five days a week, in four Title I schools, receiving roughly

630 hours of additional schooltime each year per child.' Regular classroom teachers instruct the Title I students in the afternoon. This arrangement permits a high degree of coordination and continuity between the morning and afternoon programs. Teachers are familiar with the needs of the extended-day students, which allows them to better serve each child's needs. The program emphasizes early literacy development; language skills; and cognitive, motor, and social skills needed to succeed in first grade.

The extended-day kindergarten focuses on whole language and incorporates state curriculum objectives. Kindergarten teachers coordinate with first grade Reading Recovery teachers to help guide curriculum and instruction at the kindergarten level.

Students in the extended-day program come from various language backgrounds, and some lack the standard language skills expected by schools. The program focuses on reading, writing, listening, and speaking skills through a whole-language approach. Teachers use "big books"—oversized volumes designed for group use and linked to multiple activities—to cultivate early literacy. Students work on the same book for a week, making predictions, reading, participating in literature-based activities, practicing vocabulary and other skills related to the literature, and finally reading the book with the teacher.

The curriculum includes thematic, integrated skill units. To blend language development, reading, writing, and social skills, students in one program created and illustrated books based on interviews with each other. The teacher wrote up the student narratives and the class bound the product into a book. The class then interviewed school administrators, faculty, and staff to create a second book that is displayed in the school library.

- **Organizational management/structure.** A coordinator supervises the kindergarten programs in all 12 elementary schools. A district advisory committee composed of regular classroom and Title I teachers and aides discusses issues related to kindergarten. Committee members then return to their schools to disseminate information and make decisions related to the program.

- **Parent and community involvement.** Two parent coordinators, funded by Title I, involve parents in the extended-day program. The district has a parent center where parents may take parent education classes, check out books and games to use with children at home, and pick up written materials on parenting. Each classroom has a library of books, games, and computers that parents may borrow. The parent coordinators teach parent education classes at the parent center and at schools. Classes frequently focus on activities parents can do at home

with their children, such as Family Math for Preschoolers (by Merrill Publishing), and on effective parenting skills. The coordinators also use Bowdoin 1 and 2, a parenting skills program.

The coordinators have not been able to involve all parents, especially those who have transportation problems or work schedules that conflict with school meetings and programs. Coordinators often help set up car pools and even pick up parents to help increase involvement. The program has found that offering meals and door prizes donated by local businesses, or involving children in the programs, can entice more parents to participate.

- **Professional environment**. Ongoing professional development with follow-up plays a major role in the success of Florence's extended-day program. Teachers attend workshops in the district and across the state to learn about using thematic units, new assessment techniques, and whole language and literacy techniques such as shared reading. Teachers recently learned skills for teaching "crack babies" and victims of fetal alcohol syndrome, a growing population in the program. First-grade teachers in the district provide workshops on Reading Recovery. Most professional development opportunities provide several sessions per topic.

Ongoing professional development with follow-up plays a major role in the success of Florence's extended-day program.

- **Funding**. Title I funds the extended-day kindergarten through each school's schoolwide project budget. The overall district per-pupil expenditure in 1992-93 was approximately $2,717. In 1993-94, the district budgeted a minimum of $999 per identified Title I student in addition to the basic per-pupil expenditure. The extended-day kindergarten costs about $1.58 per student hour for each child served.[4]

- **Assessment and accountability.** The extended-day program originally evaluated Title I students using the Metropolitan Achievement Test (MAT), the California Test of Basic Skills (CTBS), and the Basic Skills Assessment Program (a state-developed, norm-referenced test). The program now uses a locally developed skills card that sets the same objectives for all kindergartners, regardless of their standing as Title I or non-Title I students. The program uses a Developing Skills Checklist (DSC) developed by CTB-McGraw Hill to screen and identify Title I students at the beginning of the year. The state has mandated that the screening tool cannot also be used

as the evaluation tool for students, but extended-day teachers keep the profile the test provides for each student and use it as an individualized plan to guide instruction.

Teachers use the skills card to evaluate all kindergartners at the end of the first semester and again at the end of the year. Evaluated skills are based on the state's 18 objectives for kindergarten and include social skills, knowledge of personal information, gross and fine motor skills, expressive language, visual discrimination, and other skills at advanced and basic levels. Each child is compared only to himself, not to peers. Teachers use observation and portfolios to measure the skills card components. The district identified specific tasks, many of them hands-on, that children must perform to show mastery. For example, a child must be able to lace a shoe in a criss-cross pattern to show fine motor skills. Teachers also include writing samples and journals in the portfolios.

The kindergarten advisory committee is considering revising the skills checklist. The group believes that the assessment does not accurately reflect the way teachers are teaching. The group plans to create a developmentally appropriate assessment that will show a continuum of growth from age 3, when students begin to receive early intervention services, to age 5, when students begin kindergarten.

Implementation Issues

In the program's early stages, some students were bused to a different school for the afternoon program because it was not offered in all Title I schools. The program now operates at the four sites where Title I students are heavily concentrated, and students remain at the same school all day. This centralization allows children to work with the same teachers and aides throughout the school day, providing them with a greater sense of security and allowing them to concentrate their energy on learning.

Evidence of Success

In 1992-93, 80 percent of the extended-day Title I students mastered the advanced and basic skills on the locally developed skills card. In 1991-92, the last year for which the Developing Skills Checklist (DSC) was used for both pre- and post-program evaluation, extended-day kindergarten students in the district showed an average point gain of almost 47 percent after participating in the program; average gains of individual schools ranged from about 35 percent to 62 percent.

AFTER-SCHOOL, WEEKEND, AND SUMMER KIDS CREW PROGRAMS

Brooklyn Children's Museum
Brooklyn, New York

U.S. DEPARTMENT OF EDUCATION

28

Key Characteristics

- **Museum-based**
- **Community involvement**

Overview

Kids Crew, started in 1991, is one segment of a community-oriented outreach program for at-risk neighborhood youth sponsored by the Brooklyn Children's Museum. The museum was one of the first in the country to encourage children to attend without their parents, and the outreach program is a natural outgrowth of that policy. The outreach program tries to build "enlightenment, responsibility, and achievement" in students through cultural education; mentoring of children by teenagers and of teens by adults; and career training. Kids Crew offers after-school, weekend, and summer programs to children between the ages of 7 and 12; structured activities include homework help sessions, story-telling, art classes, and off-site study trips. The sessions focus on enhancing children's literacy and are organized around monthly themes inspired by the museum's exhibits, galleries, and collection. Students who regularly attend programs and exhibit enthusiasm and a sense of responsibility may become volunteers or, as teenagers, paid interns.

School Context

About 750 children participate in the Kids Crew program each year, with an average of 30 to 40 students attending every day. The museum is located in the Crown Heights neighborhood of Brooklyn, a diverse community with 100,000 residents including African Americans, West Indians, Hispanics, and Hasidic Jews. About 40 percent of the students in Kids Crew are African American, 50 percent are Caribbean, 5 percent are Hispanic, and 5 percent are from other racial and ethnic groups, including Hasidic Jews. The community is primarily low-income, with an unemployment rate between 12 percent and 17 percent; 34 percent of the families receive public assistance. Half of the families earn less than $10,000 a year, and 61 percent of the families are headed by single parents. The dropout rate in local schools is more than double the average of all public schools in New York City.

The program has only informal relationships with the local schools, but program staff are establishing a more formal relationship with the elementary school closest to the museum. Up to 90 percent of Kids Crew participants come from this school; only a handful of students come from nearby private schools.

Major Program Features

- **Planning and design.** Kids Crew is the first and largest part of a program called the Museum Team, which allows neighborhood kids to "grow up" with the museum. Started in 1987, the overall program began as an attempt to organize educational activities for the large number of neighborhood children, usually from families with limited resources, who visited the museum each day. When the Museum Team received funding from the DeWitt Wallace-Reader's Digest Fund YouthAlive! Initiative in 1991, it refocused Kids Crew and the other components of the program, using the funds to hire staff and provide more planned activities for the children who attended on a regular basis. Kids Crew now is so popular that the museum staggers enrollment to maintain the quality and individual attention given to each child; interested children then are put on a waiting list and allowed to join the program either at the beginning of the summer or the beginning of the school terms. The main requirement for participation is parent or guardian permission.

- **Academic focus.** On a typical day, Kids Crew participants sign in at the program desk, where they receive a badge and decide what activities they want to participate in by looking at the program bulletin board. Students can choose to: (1) participate in a daily natural science project; (2) take part in an ongoing arts project, such as making collages or drawing a community map; (3) join one of several literacy projects focused on a monthly theme and based on exhibits in the museum's galleries and collections (usually a commitment of 40 minutes to an hour); (4) attend a homework help session (offered only during the school year) supervised by the museum's teenage volunteers; or (5) go on a regularly scheduled, academically oriented field trip. Sessions and projects are offered between 3 p.m. and 5 p.m., Wednesday through Friday, and from 12:30 p.m. to 4 p.m. on weekends, holidays, and summer vacations. Recently, a computer database was set up to monitor the children's attendance and participation.

  A recent theme on community included sessions in which children read stories, finish a half-told story, or write their own story; an ongoing project in which participants created a neighborhood mural with a map showing all of the sites Kids Crew visited that month; and study trips to other neighborhood museums and cultural institutions, such as the Brooklyn Historical Society. As part of another theme, "What's Up?" students studied cloud formations, visited the Empire State

Structured activities include homework help sessions, story-telling, art classes, and off-site study trips. The sessions focus on enhancing children's literacy and are organized around monthly themes inspired by the museum's exhibits, galleries, and collection.

Building, and watched skydivers jump out of a plane. In the summer, Kids Crew offers courses or clubs. In 1993, students could join an Explorers' Club and take a field trip each week, or take a course on African dance, jewelry-making, or other topics.

The program encourages regular attendance. Off-site study experiences and film/video screenings enhance the thematic programs. In addition, some participants attend lectures or demonstrations by visiting artists twice a week.

- **Organizational management/structure.** The overall Museum Team program, of which Kids Crew is one component, is supervised by a director of youth programs, the coordinators of youth and adolescent programs, and an assistant coordinator. Four paid part-time instructors (usually college students) and paid interns provide additional support. The assistant coordinator evaluates the conduct, interest level, and participation of Kids Crew members; this evaluation and the student's own interest determine whether the participant will move on from Kids Crew to the next component of the Museum Team program. In addition, a librarian from the museum's Children's Resource Library leads programs for Kids Crew (although the library is temporarily closed for renovations).

  Planning and decision making for the museum education program is led by a director of youth programs who implements and evaluates project ideas and curricula. The director keeps a curriculum journal that describes all of the activities, projects, lesson plans, documentation of the project (e.g., samples of the final products or photographs of the project), and project evaluations from the children. A youth advisory council composed of children from the programs meets twice a month to provide feedback to museum staff on potential and existing projects. The museum is establishing a parent and program advisory committee, which will provide external feedback on operations.

- **Parent and community involvement.** The program has many activities focused on or located in the neighborhood. Most family and community involvement occurs informally. Parents receive mailings about museum and Kids Crew programs and activities and occasionally articles about child development. Museum staff know many of the parents well, through formal and informal meetings in the neighborhood or parent visits to the museum. Parents are contacted whenever a child has a disciplinary or behavior problem; if the problem is serious, staff

U.S. DEPARTMENT OF EDUCATION

can offer the family access to free counseling through a social service agency in the community. In addition, the program holds an annual, one-day parent orientation. Future plans for parent involvement include the parent and program advisory committee and the development of a parents' newsletter.

- **Professional environment.** Each department in the museum holds its own orientation for new staff, including the part-time instructors and volunteers involved in Kids Crew. Staff development is arranged by the museum's education office; staff are encouraged to visit other museums, institutions, and programs to view alternative methods of running programs.

- **Funding.** The Kids Crew annual budget falls under the Museum Team program, and foundation staff were unable to provide funding amounts. Program staff could not provide an estimate of per-pupil expenditure because they only recently started tracking the amount of time each child participates. The program began with a startup grant from the Altman Foundation. For several years, the program has been funded by the New York City Department of Youth Services. Beginning in 1991, the Museum Team program received a three-year leadership award as part of the YouthAlive! Initiative sponsored by the DeWitt Wallace-Reader's Digest Fund. Kids Crew does not receive federal funds.

- **Cultural inclusiveness.** All museum staff receive training twice a year that focuses on ways to develop curricula reflecting diverse cultures. Many Kids Crew programs focus on cultural diversity to take advantage of the many racial and ethnic groups represented in Crown Heights, a community that in 1991 exploded in racial conflict. Activities for one theme, "Celebrations and Traditions," included a walking tour of the neighborhood with staff who explained the religious meanings of different decorations and how each religion celebrates the holidays during December. According to the coordinator of youth programs, this tour helped expand the children's horizons because many had never been into other parts of the neighborhood. Students took photographs during the tour and in later sessions discussed the differences between Kwanzaa, Hanukkah, and Christmas, as well as the relatedness of the cultures. Other activities demonstrate how different groups cook, talk, paint, and relate to each other.

All museum staff receive training twice a year that focuses on ways to develop curricula reflecting diverse cultures. Many Kids Crew programs focus on cultural diversity to take advantage of the many racial and ethnic groups represented in Crown Heights.

- **Assessment and accountability.** The quality of Kids Crew's curriculum is evaluated as part of the YouthAlive! Initiative; a YouthAlive! evaluator examines the program's structure and develops case studies on individual participants. The case studies are longitudinal and focus on about ten participants each year, identifying what skills are learned through the program and how well participants' needs are met. The evaluator also inspects the coordinator's curriculum journal, which includes comments about how each activity or project might have been changed or improved. This journal gives the children some input and helps program staff determine which techniques work best and what participants are learning from the activities.

Implementation Issues

The program was designed so that participants, many of whom are considered at risk, can gain easy access. Although children sometimes must wait to join Kids Crew, there are no selection criteria that restrict access to the program; even though the program is a neighborhood outreach program, it has no residency restrictions.

Transportation and safety issues do not pose problems for the program. The museum is in the middle of a residential area, and most of the Kids Crew members live within a five- to ten-block radius. Kids Crew staff work with a child's parent or guardian to make sure that students are not walking home alone in the dark during the winter; children will be paired with others who live in the same area, or parents or older siblings will come to pick up the children. The structure of the Kids Crew and Museum Team program actually eliminated some of the museum's security concerns because children now are more likely to participate in supervised activities.

One of the challenges for this program has been addressing the special needs of urban, at-risk children. For example, many of the children live in areas of high poverty, crime, and drug use. Program staff said they must form relationships with community leaders and be aware of local counseling and family resource programs so they can refer participants who have problems, rather than trying to provide counseling themselves.

Program staff said they must form relationships with community leaders and be aware of local counseling and family resource programs so they can refer participants who have problems, rather than trying to provide counseling themselves.

Program staff typically have an informal relationship with the local schools. Often program staff attend school performances or events to show support for their participants. The coordinator of youth programs recently attended a staff development session at the neighborhood school, explaining the various types of programs and exhibits offered and inviting teachers to bring their classes to the

museum. As the program evolves, organizers hope to formalize the relationship between Kids Crew and the schools through more frequent contact with teachers.

Evidence of Success

Most of the evidence of this program's success comes from the evaluation done by the YouthAlive! Initiative. According to these case studies, students credit Kids Crew with helping them develop social and problem-solving skills. For example, they learn to resolve conflicts among themselves without adult intervention and learn to get along with people from different cultural backgrounds. The curriculum journal identifies specific knowledge that students gain through each project, such as better community and cultural awareness, but the program does not have any formal academic evaluation efforts in place. This may change as the program develops formalized relationships with the local schools. Other anecdotal evidence also comes from museum staff, who report dramatic improvements in children who had "big behavior problems" when they came to the program. Academic success also is affirmed by the fact that since the Museum Team program was formalized, 100 percent of the program interns have gone on to college.

PUBLIC HOUSING DEVELOPMENT AFTER-SCHOOL STUDY CENTERS

Omaha Housing Authority and
Omaha Public Schools
Omaha, Nebraska

U.S. DEPARTMENT OF EDUCATION

Key Characteristics

- **Public housing-based**
- **Collaborative structure**

Overview

In 1986, the Omaha Housing Authority (OHA) and the Omaha Public Schools (OPS) formed a partnership to help public housing residents gain economic and social independence and to reduce the high dropout rate among area teenagers. The partnership established study centers at four public housing developments, where volunteers provide individualized tutoring to students twice a week after school. Three of the centers also have computers and printers, donated by local businesses and foundations, which students use for special projects.

Context

Because of citywide busing for desegregation, students attending the study centers represent every public school in the city. The housing projects where the centers are located have long histories of student truancy and dropping out, teen pregnancy, and drug dealing. To help combat these problems, returning youths to the classroom became the priority of the OHA-OPS partnership. On a typical day, between 30 and 40 students attend each of the four study centers. The racial composition varies; one center serves a group in which 90 percent of the students are Anglo, while another serves a group that is 80 percent African American. Approximately 60 percent of the students attend elementary school, 25 percent attend middle school, and 15 percent attend high school.

Major Program Features

- **Planning and design.** The study centers grew from the housing authority-school system partnership, which began in 1986 at the urging of the OHA executive director, who convinced the superintendent of public instruction that they shared an interest in ensuring students' success in school. The OHA director organized biannual meetings with district school administrators, principals, teachers, school counselors, OHA residential program staff, and elected officers of the housing projects. The group's early meetings focused on strategies for dealing with the high dropout rate through homework assistance and constructive after-school activities in an atmosphere where learning and success in school are valued. Partnership members continue to meet twice a year to discuss the study center program.

The program added a computer component when organizers realized that many African American students in Omaha do not have easy access to technology in school because, under desegregation guidelines, they cannot attend technology magnet schools unless they live in a magnet school attendance area—and OHA family projects are not located in magnet areas.

- **Academic focus.** The project centers, staffed by retired teachers, university students, local business people, and other volunteers, are open from 4:30 p.m. to 7 p.m. twice a week. The volunteers provide individualized help with homework in math, reading, and social studies, and assistance using computers and printers to complete homework or special projects. Students can choose from software including WordPerfect, Microsoft Word, Reader Rabbit, and Math Rabbit. Many volunteers also encourage journal writing.

  Regularly scheduled special projects include math and science contests, publication of a quarterly housing project community newsletter, presentations by OHA drug and alcohol education coordinators, and team sports events. In 1990, a public school teacher who received a $10,000 science teaching award spent some of it on hands-on science labs at one of the study centers. In one such experiment, elementary school students dissected owl droppings to discover mouse bones.

  OPS supplies the centers with public school textbooks as a resource for volunteers and to help students who forget their books. OPS also provides desks, chalkboards, workbooks, and other teaching aids (e.g., math games used in some Title I schools). In addition, one of the study centers is a former city library, and its books are "on loan" to the center. Students check out these books and discuss them with a tutor upon completion. The OHA holds a quarterly reading contest, with a prize—a book, T-shirt, or bicycle donated from within the community—for the student who reads and completes oral reports on the most books.

- **Organizational management/structure.** The study centers are located at the housing developments—in one case in a former library, and at other sites in community or recreation facilities. The resident relations coordinator at each housing project runs the study centers, making sure that volunteers are available and serving as a central contact for teachers, school staff, or community members who may have concerns about students.

The study centers grew from the housing authority-school system partnership, which began in 1986 at the urging of the OHA executive director, who convinced the superintendent of public instruction that they shared an interest in ensuring students' success in school.

Community members contact the coordinator to volunteer time or donate instructional materials or contest prizes. Volunteers include the OHA staff, students from the University of Nebraska-Omaha and Creighton University (including 20 medical students who volunteer regularly), current and retired school teachers, and business people.

- **Parent and community involvement.** Connections between the OHA and the school system extend far beyond the donation of materials to the study centers. The two entities work as partners to support families and students who attend the centers, so that the centers' ultimate goal of school success stays within reach. For example, if a child is absent for more than one day, the school calls both parents and the housing authority staff. Teachers make home visits whenever students repeatedly miss school, and direct families to agencies that can help them deal with shortages of food, clothing, or child care. If a child misses a school bus, any OHA staff person who sees the child has the authority to interrupt his or her activities and take the child to school; the resident relations coordinator follows up to determine why the child missed the bus.

To ensure that public housing parents participate in parent-teacher conferences, teachers visit the housing developments ten times a year to meet with parents who cannot get to the school. In addition, school staff frequently contact OHA staff—primarily the resident coordinator—when students have excessive absences or need tutoring.

The OHA study centers depend on the community for volunteer tutors and many donated materials, including paper, pencils, and 27 computers and 12 printers contributed by computer corporations, local businesses, and foundations. The community also provides incentives—consistent with the purpose of the study centers—for public housing students to succeed in school; seven colleges have reserved scholarships for high school graduates who live in Omaha public housing. Creighton University regularly provides a scholarship to a qualified public housing student, which pays $16,000 annually for four years. Eighteen students from the housing developments, many of whom attended the study centers, currently have such scholarships.

The housing authority also contributes funds from a foundation established by the director to award $2,500 scholarships to

Connections between the OHA and the school system extend far beyond the donation of materials to the study centers. The two entities work as partners to support families and students who attend the centers, so that the centers' ultimate goal of school success stays within reach.

the housing developments' high school graduates with the highest grade-point averages. OHA also awards certificates of recognition and $100 U.S. savings bonds to high school graduates with perfect school attendance, many of whom have participated in the study centers.

- **Funding.** The study centers operate at virtually no cost, since all tutors are volunteers and all materials are donated. The OHA provides building space and a residential coordinator to supervise the program (although the coordinator has many other OHA responsibilities). Students do not have transportation costs because the study centers are located at the housing developments. The program uses computers and printers donated by Apple Computers, IBM, AT&T, and local businesses. A local foundation awarded OHA a $5,000 "challenge grant" and a matching grant of $10,000 to augment OHA's expenditure of $10,000 in drug prevention funds on computers for the study centers.

- **Assessment and accountability.** The OHA residential relations division reports quarterly to the OHA Board of Commissioners on the goals and objectives of OHA programs, including the study centers. These reports also go to several community agencies and organizations. In addition, OHA relies on frequent, informal feedback from housing residents and school staff to determine the effectiveness of the study centers.

Implementation Issues

Networking within the community is the key to sustaining a successful volunteer program, according to the head of the resident relations division at OHA. Housing authority staff belong to many boards of directors, for organizations such as the Boys and Girls Clubs, and deliberately attend community functions at which they can talk about the study centers and the needs of the housing project students. The OHA director meets monthly with community officials, including the police chief, the school superintendent, and the mayor. "We don't have to ask for things, people just give to us—they bring things to our door," the director says. "The most important thing to remember is that anybody has something to give. A parent may not be able to tutor a child in algebra, but they can discuss a book—or sometimes just the presence of that adult may lend children encouragement and send a [positive] message."

The director also advises that volunteers should not be pushed into a long-lasting or permanent commitment: "If a volunteer says they

could only come three times, or they only have one dictionary, that's fine. You can't pressure people into an all-or-nothing situation. No one will volunteer if they think it has to be forever."

Transportation to the program is not provided; students walk from their homes to the study centers, which are located on housing project grounds.

Evidence of Success

The OHA estimates that 90 percent of participating students return to the study centers regularly. School teachers report that in many cases student grades have risen dramatically, and they witness great improvement in students' classroom behavior. Several of an estimated 18 public housing students who receive full scholarships to local colleges and universities have attended the OHA study centers. The first OHA public housing resident scheduled to graduate from Creighton in 1994 was on the dean's list for four years.

U.S. DEPARTMENT OF EDUCATION

SATURDAY SCHOOL

Raising Hispanic Academic Achievement, Inc.
Silver Spring, Maryland

Overview

Raising Hispanic Academic Achievement, located at a high school, is a Saturday program in which volunteers from high schools, universities, and various professions tutor students in math, science, and English. The program, begun in 1992 and designed to increase the number of Hispanic students who graduate from high school prepared to pursue a career in math or science, emphasizes individualized instruction and self-esteem building. The program also uses Total Quality Management (TQM) techniques to build leadership skills in participants. All student tutors are volunteers, but those who help manage other tutors receive college tuition reimbursement.

School Context

Silver Spring is a middle-income suburb of Washington, D.C., that is home to at least 55,000 Latinos, many from El Salvador and other Central American countries. Blair High School, which houses the Saturday program, has the county's second-highest enrollment of students who are nonnative English speakers. Approximately 19 percent of Blair's students are Hispanic, 30 percent are Anglo, 32 percent are African American, 17 percent are Asian, and less than 1 percent are Native American. Roughly 43 percent of the students in Blair's enrollment area qualify for free or reduced-price meals; 70 percent come from households with an annual income of $18,000 or less.

The Saturday tutoring project began in November 1992. This voluntary program now serves 245 students in grades 1-12, of whom about 130 attend for three hours every week. There are 90 registered tutors, of which about one third are high school students, one third are college students, and one third are professionals from the community. Seventy percent of the tutors and all of the students are Hispanic. Approximately 20 percent of the students have limited English proficiency. Students opt to participate in the program, often at the suggestion of parents, teachers, or peers.

Major Program Features

- **Planning and design.** The project director began the program to fill a void in services for Hispanic children: Fewer special services provided by the schools target Hispanic youth than other minority groups of comparable or lesser size, although

Key Characteristics

- Multi-level tutoring
- Leadership training

five times as many Hispanic as non-Hispanic girls drop out of local schools, and the statistics are even worse for boys. The director's goal was to unify the Hispanic community and build on its strengths through a program that matched successful older students with younger ones, who would not only receive academic help but also benefit from the positive role models tutors provide. The program runs from November through mid-May. When possible, students are matched with tutors of the same gender, on the assumption that students will identify more readily with role models of the same gender.

The director's goal was to unify the Hispanic community and build on its strengths through a program that matched successful older students with younger ones, who would not only receive academic help but also benefit from the positive role models tutors provide.

U.S. DEPARTMENT OF EDUCATION

- **Academic focus.** The program provides individualized help with school assignments; participants are encouraged to focus on homework from math, science, or English classes. Tutors are trained to follow the county curriculum and state learning objectives for each grade level. If students do not bring assignments with them, they use textbooks, manipulatives, or reading books provided by the Saturday program to follow activities designed by the tutors. For example, if a student is in eighth-grade mathematics classes, the tutor refers to the list of concepts and skills that are being covered at a particular stage of the school year. Tutors are trained to use four basic problem-solving strategies for math: (1) think, (2) explore, (3) solve, and (4) look back. Students are encouraged to read problems and ask themselves "what does it ask me?" and "what does it tell me?" They are then advised to tell a story using pictures, or act out the problem. Tutors also use manipulatives to teach pre-math skills (e.g., sorting, matching, ordering, counting) to young students.

  About 20 percent of the students also receive help in learning English as a second language, and tutors are trained to concentrate on the key vocabulary in a particular lesson. In addition, participants are taught to recognize the negative role of stereotypes—such as the myth that girls can't do well in math. As part of a career counseling component, visiting professionals discuss the types of education and work experience that different vocations require.

  Student tutors must maintain a B average in the subject(s) they teach; project staff remind them repeatedly that tutors serve as positive role models for the younger students and that pursuing college careers is within their grasp. These volunteers are viewed as a precious and promising resource to be nurtured and promoted. The project sponsors two annual field trips for

all participants, to such sites as a science museum and aquarium. Permission slips for the trip must be signed by the students' teachers as well as parents, in the hope that teachers will later connect the children's experiences with their class work.

- **Organizational management/structure.** Student tutors recruited from the high school are the heart of the program. With parent and teacher permission, they are expected to tutor at least two Saturdays each month. Approximately half the tutors are bilingual, and there are equal numbers of males and females. Volunteer tutors from the community and teachers from local schools also participate. At least one certified teacher is on-site each Saturday to act as a facilitator for the tutors.

  The program director has begun to delegate authority to seven college students and 20 high school students with good academic records who show a willingness to learn more about management and effective leadership. These "senior quality leaders" and "quality leaders" make about 400 phone calls each week to maintain contact with tutors and students. The "senior quality leaders" also learn computer and management skills as they help process data that the program collects and cope with logistical issues, such as scheduling, making spreadsheets, writing letters and announcements to parents, and monitoring survey results. They are all working-class Hispanic college students who are compensated for their participation through tuition reimbursements paid directly to their colleges. To stay in the program, they must maintain a 3.0 grade average in their college courses.

- **Parent and community involvement.** Every school year, the project sponsors four bilingual meetings to teach parents strategies for planning their children's educational future. They are asked to analyze their children's courses and to question why a student with college aspirations may have been placed in consumer math instead of a more advanced course. Parents who are recent immigrants also discuss cultural issues. The two-hour sessions are held on Saturday mornings; unfortunately, many parents who work in service industries are unable to attend. The county's drug abuse and prevention association donated $2,500 for a year-long series of monthly parent workshops on child development, to be taught by a volunteer who is an assistant principal in a neighboring county.

Some parents also volunteer as tutors or help provide a nutritious snack that is served every Saturday. Parents are informed about program activities through bilingual notices sent home regularly with their children; nonliterate parents receive phone calls.

- **Professional environment.** At the beginning of the school year, student tutors receive two training sessions from certified teacher volunteers. Topics include (1) ESOL strategies and techniques, (2) teaching math to children in grades 1-7, (3) teaching math to high school students, and (4) strategies for teaching English and reading. During the elementary and middle school math training session, tutors receive a summary of issues affecting Hispanic academic achievement, including placement in segregated schools with few resources and difficulty with learning the "language" of math. Tutors then review the grade-level objectives of the Maryland Functional Math Test as well as the curriculum and sequence of courses, which tutors use as guidelines. The trainer and tutors use role-playing to explore problem-solving techniques, working in small groups, and cooperative learning strategies. Tutors also receive copies of research on teaching mathematics to language-minority children and connecting mathematics to the real world.

  Tutors receive ongoing training as needed from teachers who are present during the Saturday sessions. "Senior quality leaders" and "quality leaders" are expected to complete 40 hours of training in TQM techniques, computer use, and leadership during the school year. This training is conducted primarily by the project director with the help of some guest speakers and videos.

- **Funding.** Raising Hispanic Academic Achievement is a nonprofit program funded in 1993-94 at $65,000 in federal, state, and local grants. The budget allows a per-pupil expenditure of approximately $325, or slightly more than $4 per student hour. The principal funding source is a one-year renewable grant from the U.S. Department of Energy. Other grants come from NASA, state and local anti-drug initiatives, the National Council of La Raza/The Mott Foundation, Westinghouse, and Hughes Aircraft. In 1993-94, the money was spent on tuition payments for seven college students who help administer the program, computers, field trips, training of "quality leaders," and books and materials for the project library. The budget changes dramatically each year—in 1992-93, it was $13,000—and the project director hopes to find a more stable source of

funding. He receives no in-kind contributions from the local schools and must pay for the space that the program uses. The program does not provide transportation, which sometimes limits students' ability to participate, although public transportation is an option for older students.

- **Cultural inclusiveness.** The project director, who is Hispanic, designed the program to inspire Hispanics to work together more effectively and to take advantage of opportunities to improve their circumstances. He hopes that the program will prove to the community that cultural cohesiveness can be a source of strength. All of the participants benefit from perceiving that they belong to a team of people who really care about each other. The project director acts as a cultural interpreter for many of the participants and their parents, helping them understand how the American education system works and how they can support their children within the schools.

- **Assessment and accountability.** Every week, student participants are asked to complete a survey that asks questions such as "what do you want to be?" or "what can you do better?" The surveys are designed to encourage students to think about their aspirations and learning patterns. Project leaders plan to analyze pre- and post-program responses to determine the project's impact on student attitudes. In addition, all of the participants' classroom teachers are asked to evaluate the effectiveness of the tutoring program, including any changes they have observed in a student's performance and/or confidence level. The project director also plans to ask for feedback from the parents of participating students.

Implementation Issues

The project director had initial difficulty in "selling" his project to the local schools, which were wary of yet another outside program and reluctant to commit resources or support. According to the director, the school system also was not used to targeting Hispanic students except as recipients of ESOL or immigrant services. To overcome this reluctance, the director found an ally within the school system—in this case, an assistant principal who helped the program obtain space in a school cafeteria and approved its recruitment process.

Disseminating information to the tutors and students has also been difficult because of a lack of cooperation by some teachers. However, the project director says that the barriers are steadily dis-

appearing as the tutoring program gains more popularity and legitimacy; in spite of the large number of volunteer tutors he now recruits, he says it never seems to be enough to keep up with the ever-increasing number of students who want to be tutored.

Another challenge has been finding a stable source of funding; the project must apply for grants from many public and private sources to continue the program.

Evidence of Success

Indicators of the program's success include the high student attendance rate and low tutor attrition rate. In 1993-94, the program served 245 students. The primary reason that students give for dropping out of the program is lack of transportation.

There are many anecdotal reports from parents, students, tutors, and teachers that document the impact the Saturday program has had on students. According to the high school assistant principal, one student had been in special education classes and was failing almost every subject. Within a year of joining the program, the student became a tutor and is now on the honor roll. When asked what made the difference, the student said that before becoming involved in the Saturday program he never felt that he was capable of success. Since no one believed in him, he failed to believe in himself; but once he became involved in the program, he saw that his tutor believed he could succeed and he began to believe in himself.

The increasing popularity of the program also provides evidence of its success. The project director may limit the number of students served because word-of-mouth communication has caused so many to sign up. The project director now is grappling with the issue of how to evaluate the project. He plans to compile and analyze the results of student and teacher surveys that were completed during the last year.

YEAR-ROUND EDUCATION WITH INTERSESSION PROGRAMS

Socorro Independent School District
El Paso County, Texas

Key Characteristics

- **Site-based management**
- **Combination of acceleration, enrichment, and extracurricular activities**

Overview

In 1990, the Socorro Independent School District began phasing in year-round education with intersession programs to improve academic achievement and better serve a rapidly increasing population. Every school now follows a schedule of 60 weekdays on, 20 weekdays off. Intersession activities occur during the first two weeks of each month-long break. Academic programs focus on tutoring, acceleration, and enrichment activities that use thematic, whole-language approaches; the shorter breaks between courses decrease the loss of English skills by many students with limited English proficiency. Participation in intersessions is voluntary, but students who have failed or fallen behind are encouraged to attend. About 33 percent—and in some cases as much as 70 percent—of all students participate in intersession programs. Most schools follow multi-track schedules to serve larger numbers of students.

School Context

The Socorro school district is located in El Paso County, which borders on Mexico and New Mexico. It serves about 17,900 students in the urban, primarily low-income communities of Socorro, Horizon City, and the eastern corridor of El Paso. Ninety percent of the students are Hispanic, 9 percent are Anglo, and 1 percent are African American. Many students come from low-income families; some live in homes with no interior plumbing. Approximately 300 students are from migrant families. The district has the lowest dropout rate in the county, however, due primarily to prevention programs established in the 1980s. The district ranks in the bottom 10 percent of districts in the state in terms of per-pupil expenditures and was one of the original plaintiffs in the school finance lawsuit filed against the state in 1989.

Major Program Features

- **Planning and design.** The impetus for year-round education in the Socorro school district was the rapid expansion of the student population, which increases between 8 percent and 10 percent each year. Planning began with a 60-member community task force that included students, parents, teachers, and administrators. The task force and school district staff studied year-round education by visiting schools, reviewing research, and interviewing administrators. The task force held 100

Planning began with a 60-member community task force that included students, parents, teachers, and administrators. The task force and school district staff studied year-round education by visiting schools, reviewing research, and interviewing administrators.

meetings to share information on year-round education and possible schedules with the community. The study and the meetings convinced school district staff and community members that a year-round schedule would benefit children from low-income backgrounds who had low academic achievement scores. School staff also thought that the year-round model would better serve students trying to learn English, who typically lost much of their English proficiency during the long summer break.

The task force proposed a three-year phase-in of the year-round schedule, and in the 1991-92 school year the district offered a year-round option in addition to the traditional schedule in all of the district's schools except the high schools. At one of the middle schools, only 20 percent of the parents chose the year-round option, so school administrators waited until the next year to offer the new schedule. At the other schools, more than 60 percent of the parents chose the year-round program in its first year. Some schools had to establish multi-track schedules because the size of the participating student population otherwise exceeded their capacities.

A working group of teachers, parents, and administrators designed the intersession programs. The groups used the intersession component to explore new ways of teaching but allowed each school to adopt or adapt the suggested designs.

- **Academic focus.** Intersession formats vary by school, but most have acceleration and enrichment activities from approximately 8 a.m. to noon, followed by extracurricular activities in the afternoon, for one week at a time. For example, students spend two hours in language arts tutoring sessions in groups of 10 to 15, followed by two hours of mathematics tutoring. According to Socorro's course outline for extended learning, the morning period incorporates whole-language activities: "Begin with introduction of theme book and tie in other activities with spelling, literature response groups, vocabulary, and other activities....Writing should be an important component in this reading adventure.... Also, poetry, letter writing, and essays could be explored. Writings should be related to [the] literature book being used. A [project] taken through the writing process should be an end product when the session is over. More than one writing could be completed in the week." At the end of this session, students may take quizzes or present their writings orally.

Throughout the day, other enrichment activities are available, including arts and crafts, music lessons, woodworking, and karate. A mathematics component uses board games, slates, hands-on manipulatives, and problem solving by writing descriptive story problems to emphasize higher-order thinking skills. Other recent activities introduced students to Southwestern literature, science fiction, and an environmental study based on the Rio Grande River and its impact on the community.

Some of the intersession programs are grade-specific; typically, this depends on the number of children who sign up in each grade. Two or more groups might be formed, with students from more than one grade in each. The year-round and intersession programs are open to all students who want to enroll in enrichment programs. The only selective groupings are for special needs students (e.g., students in English as a Second Language (ESL) or bilingual education programs).

- **Organizational management/structure.** Each campus has a school improvement team—composed of a teacher from each grade level, parents, community members (nonparents), administrators, and secondary or middle-school students—that determines the goals and objectives for the school and how intersessions can help meet these goals. The district has implemented site-based management at each campus, and these teams also are responsible for the overall management of the school. For example, if a school has high writing scores but low reading scores, the team may focus intersessions on building reading skills. This team also selects teachers for the intersessions.

  Overall coordination of the intersessions varies among schools. At some campuses, teachers receive additional pay for coordinating that year's intersessions; at others, a teacher-coordinator is designated for each intersession. Other schools have appointed an administrator to oversee the intersessions.

- **Parent and community involvement.** Parents and community members were actively involved in designing the year-round and intersession programs through the task force and original working group. Their involvement continues through each school's working group. Families coordinate with the schools to ensure that all children in a family follow the same track or schedule.

U.S. DEPARTMENT OF EDUCATION

- **Professional environment.** The schedule change has increased cooperation among teachers and administrators. This is especially true for teachers on multi-track schedules, who share classrooms, equipment, supplies, and teaching strategies. In at least one instance, the intersession provided an opportunity for teachers to experiment with cooperative learning methods. At one of the high schools, the head of the history department had provided a staff development session on cooperative learning but could not get teachers to implement the new methods. During the fall intersession, three teachers tried the new techniques with small groups of students; the positive response led the teachers to use these methods in their regular classrooms. Teachers who volunteer to teach intersessions receive compensation.

- **Funding.** The district provides each school with intersession funding of $30 per child per year. The district offers 120 intersession hours per year and about one third of the students attend each intersession; thus, the expenditure is about $1.30 per student hour. The program provides breakfast to all intersession students and lunch to those who live more than two miles away and are bused to the program. The district funds intersessions through a variety of sources, including: (1) categorical federal funding (e.g., Title I, bilingual education, and migrant education funds); (2) general funds from the state and the district; (3) a special line-item appropriation established by the state for districts implementing year-round schedules, which resulted in $1.5 million appropriated for the biennium across the state—or $300,000 for the Socorro district; and (4) increases in school budgets due to increased average daily attendance.

- **Cultural inclusiveness.** Because it serves a predominantly Hispanic student population, the school district has a strong bilingual, bicultural emphasis. Intersessions have reinforced this. At one school, parents requested that the intersession focus on teaching Spanish to monolingual English students and English to Spanish-speaking students. The program was so successful that the school offered similar classes during regular sessions. Other examples include exchange programs set up during intersessions, including one with students in a school in Juarez, Mexico.

- **Assessment and accountability.** Each campus is evaluated annually by a team of outside professionals. The teams survey parents, teachers, students, and community leaders and examine student test scores and progress toward stated objectives. In addition, evaluators collect data on attendance, discipline act-

Each campus is evaluated annually by a team of outside professionals. The teams survey parents, teachers, students, and community leaders and examine student test scores and progress toward stated objectives.

ions, and dropouts. This evaluation is shared with the School Improvement Team and is used to set the goals for the next year.

Implementation Issues

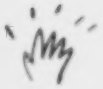
The challenge of balancing the increased academic needs of an expanding student population with inadequate funding generated by the property-poor district necessitated the three-year phase-in of a year-round schedule. The task force's comprehensive study and numerous community meetings before the program's implementation built a strong foundation of community support for the year-round schedule and intersessions. The program works very well in the "working poor" community because the schedule fits most families' lifestyles. According to district personnel, families typically did not travel during the summer and could not afford summer camps for their children, so they appreciated the added school activities during the summer.

Resistance to the year-round schedule appeared in only one neighborhood middle school, where campus administrators did not support the new calendar and did not promote it in their community. This reluctance was reflected in the first year's preregistration; less than 20 percent of parents signed up for the new calendar. Consequently, the district decided not to offer the year-round schedule at that site. The following year, the school was so crowded that administrators had no choice and had to implement a multi-track year-round schedule.

In addition to improving academic achievement, the year-round/intersession program has helped ameliorate overcrowding in many schools across the district. In the second year of implementation, multi-track year-round schedules were established at nine overcrowded schools, enabling the district to serve 2,000 more students than was possible with a traditional school calendar; now, 12 of the 18 schools use multi-track schedules. One school that is overcrowded even with multi-tracks offers intersessions off-site in partnership with the local YWCA. The YWCA was already holding before- and after-school programs, and when the school's multi-track schedule did not solve its crowding problems, the principal and YWCA director developed the off-site intersession arrangement. The YWCA pays for the cost of the afternoon programs and the school pays for morning academic sessions. Teachers hold classes at the "Y," and school buses transport the students.

Although the district allows students to attend intersessions at other campuses, about 99 percent of the students participate at their home campus. The program that typically draws students

from other campuses is Science Camp and is only offered at certain schools. The district provides bus transportation for any student who lives two or more miles from the campus, and if students decide to attend other campuses for intersession, bus service is provided. In the first year of the program, Socorro published a booklet describing the intersessions at each campus, but so few students chose to attend another school that district officials decided it was unnecessary to continue such a publication. If students are interested in intersessions focusing on a particular subject, teachers help them locate the appropriate campus.



U.S. DEPARTMENT OF EDUCATION

Evidence of Success

At the elementary level, where schools are in their third year of year-round schedules, the district has assembled several measures of success:

- **Test scores.** In 1993, more of the district's third-graders showed mastery of reading, writing, and mathematics on three Texas basic skills subtests than did their counterparts statewide. For example, 74 percent of the district's students mastered the writing test, compared with 68 percent of the students statewide; in mathematics, 88 percent of the district students showed mastery, compared with 85 percent statewide. "Demographically, we shouldn't do that. We are one of the only school districts with our demographics that has scored above the state average. We see that as an indicator that we're doing something right," the assistant superintendent said.

- **Attendance rates.** Attendance has increased in each year of implementation by as much as 2 percent, a trend that administrators link to the new schedule.

- **Class failure rate.** The district's class failure rate has dropped by half for middle schools, where a high percent of students were failing one or more courses. Discipline referrals have dropped by 50 percent at middle schools, where discipline and failure rates have been problems.

High schools are in their first year of the year-round schedule, so they have less evidence of success. However, in 1994, 64 percent of the district's eleventh-graders mastered all three subtests on the state assessment; traditionally less than half have done so. In addition, the rate of students failing one course during the first semester dropped from 60 percent to 40 percent.

SUMMER ENHANCEMENT PROGRAM

Charleston County Public Schools
Charleston, South Carolina

Overview

Charleston's six-week, science-based summer enhancement program has helped at-risk students in grades K-5 maintain and improve their skills in reading, writing, and mathematics since 1989. The program targets at-risk, Title I students who pass their classes but would benefit from a summer enrichment program. The program has two goals: (1) to maintain and improve students' basic skills through experiential learning activities in science-based thematic units, and (2) to improve student attitudes toward school and learning.

School Context

In 1993, two urban and four rural elementary schools in Charleston County offered the program and enrolled 500 K-5 students. All of the schools incorporated the program into their Title I schoolwide projects. In 1994, the program expanded to two additional schools. Ninety-eight percent of the students participating are African American, and 2 percent are Anglo. At least 75 percent—and at some schools up to 99 percent—of the students qualify for free or reduced-price meals. The program traditionally has not served migrant students because the district has a separate migrant education program. However, one of the recently added sites (Frierson Elementary School) serves some migrant students. A homeless shelter is located near another program site, Sanders-Clyde Elementary School, and a few homeless children enroll in that school's summer program. In previous years, a small number of religious school students who participated in Title I programs also have attended.

With a few exceptions, students must be enrolled in Title I to attend the program, and parents must register the children. Children who are not enrolled in Title I may attend on the basis of teacher recommendations and low scores on standardized tests. The program focuses on enrichment activities, rather than remediation for students who have failed a class.

Major Program Features

- **Planning and design.** The summer enhancement program began as a Title I program at two of the participating sites in response to concerns about students' loss of skills over the summer. The Title I director believed that marginal students who were not failing were falling through the cracks because tradi-

Key Characteristics

- Focus on basic skills
- Science-based thematic curriculum

tional summer school programs targeted either gifted and talented students or those who needed remediation. The program was first offered in 1989 at Ronald McNair and Sanders-Clyde, the two schools with the lowest standardized test scores. The program has the following goals:

- Each child will engage in independent reading and have opportunities to manipulate language through writing, reading, and discussion.
- Each child will develop an understanding of scientific and mathematical concepts through interdisciplinary, experience-based activities.
- Each child will receive individualized attention.
- Each child will participate in activities that are related to real-world experiences.

Because of the emphasis on individualized attention, the number of children accepted into the program each year determines the number of teachers hired. Most classes have about 15 students.

- **Academic focus.** The program meets for four hours each weekday morning for six weeks. Every day, participants attend classes organized around science themes, work in the school's computer lab, check out books and read in the media center, and spend time writing in their journals. Classes and activities focus on teacher-written curriculum units, with different science themes for each grade level: community and environment in kindergarten; frogs and toads in first grade; sea animals in second grade; outer space in third grade; energy and magnets in fourth grade; and environmental conservation and preservation in fifth grade.

  Hands-on activities are key to student learning; each class takes at least three field trips and students perform experiments, read books, write stories, and solve mathematical problems. For example, first-grade classes follow the life cycle of the frog by raising tadpoles in their classrooms. Students keep records of their observations; measure and graph tadpole growth; and write stories, riddles, and fact books about their frogs. At most schools, teachers use videos, films, and audiocassettes to enhance classroom instruction. In addition to teaching staff, each site has a media specialist who serves as a librarian and conducts classes that focus on reading activities (e.g., acting out stories, creating new illustrations for a book, reading to children, having children read to her).

U.S. DEPARTMENT OF EDUCATION

- **Organizational management/structure.** The program is managed by a district coordinator, and a site director oversees each site. Site directors manage the day-to-day implementation of the program—making sure that teachers get their materials, the bus arrives on time, and breakfast is served. Typically, each site has a site director, approximately five teachers, a media specialist, a computer lab proctor, a cafeteria manager, and a bus driver for field trips.

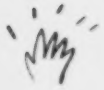
  Overall management is a team effort; the site directors meet once a week with the district coordinator, and the site director and teachers at each site meet at least once a week to discuss program issues. In addition, the staff receives occasional input from an oversight task force composed of the director of specially funded programs, the coordinators of alternative learning and summer enhancement programs, several principals, and a community representative.

- **Parent and community involvement.** Parents are invited to attend every day and to accompany children on field trips. At some sites, up to 80 percent of parents will participate in field trips, make presentations to the class, or simply visit during classtime. The program holds a family picnic each year. Each site invites community members who are not parents to an open house every Friday; on these days, program staff explain the program and display participants' work. At the end of the program, parents are invited to a final celebration that showcases each child's work.

- **Professional environment.** At the beginning of the school year, program directors meet with all teachers in the county to explain the program. Before the end of the school year, program administrators screen applicants to identify teachers who are innovative and have high expectations for their students. Preference is given to teachers who are trained in the Activities for Integrating Math and Science (AIMS) workshop. Before the program begins, teachers receive two days of inservice training that focuses on cooperative learning, activities that use math and science manipulatives, and the thematic units. Some teachers apply to work with the same students they serve during the year; others ask to teach at a different school or with different students.

- **Funding.** Funding for the program comes from Title I and from the local school board. The program receives no funds from local businesses or philanthropic organizations. In 1992, the per-pupil expenditure for the summer program was about $425.

- **Assessment and accountability.** The program design includes: (1) pre- and post-tests on mathematics concepts and problem-solving skills for each child; (2) review of student attendance records; (3) reading logs for each child and computer analysis of the number of books checked out at each media center; (4) tests on comprehension of the books children read; (5) a survey on reading attitudes; and (6) an evaluation of pre- and post-program writing samples. In addition, program staff survey overall student and parent attitudes to find out what they did and did not like about the program.



U.S. DEPARTMENT OF EDUCATION

Implementation Issues

Each site has grappled with having to entice children to participate when they are not required to attend summer school. Some teachers hold a pizza party or provide ice cream on Fridays for students with perfect attendance. Others plan frequent field trips. At the program's onset, children were admitted if they were enrolled in Title I programs during the school year. In the third year of implementation, program staff reviewed the children who were enrolled and found that the children in grades four and five with the greatest need for the program were not attending. As a result, teachers began offering the attendance incentives.

Logistical issues are not a problem, according to a site director and the program coordinator. Most of the children in inner-city schools walk to the program; students who live more than three miles from the school ride on school buses provided by Title I. The sites have not had problems obtaining air conditioning, security, or other facility needs. At most sites, parents must make a commitment not to let family vacation plans conflict with a child's participation in the program.

Evidence of Success

The summer program's 1993 evaluation report showed that average daily attendance was 90 percent, higher than in previous summer programs. Pre- and post-tests on mathematical concepts indicated that 83 percent of the summer enhancement program students mastered basic outcomes—23 percent more than on the pretest. For mathematical problem-solving, 81 percent of the students mastered advanced outcomes, up 44 percent from the pretest. According to a computer analysis, in 1993 students in the program borrowed 12,413 books from the school libraries—an average of 30 books per student. Ninety-nine percent of the students reported an improved attitude toward reading after participating in the program.

THE SUMMER INSTITUTE FOR AT-RISK MIGRANT STUDENTS

Florida Department of Education
Tallahassee, Florida

Key Characteristics

- **Residential program**
- **Highly individualized**

Overview

The Summer Institute for At-Risk Migrant Students, a residential program sponsored by the Florida Department of Education, provides six weeks of intensive coursework and tutoring for 330 to 350 students. The institute, which evolved from a 1985 pilot project, is held at three Florida universities and targets middle and high school students as well as dropouts. Its goal is to help migrant students compensate for absences and partial credits, stay in school, and obtain a high school diploma. Participants work with guidance counselors to develop individualized goals for the summer, typically focusing on completing a specific credit toward promotion or graduation, or on remediation in reading, math, and other subjects.

School Context

This statewide program draws students from schools with high concentrations of migrant students. In 1992-93, the 330 participating students came from more than 80 schools and 30 different school districts. The number of participants varies each year, based on available funding. Most (83 percent) of the students are Hispanic; 11 percent are African American, 4 percent are Asian American (primarily Vietnamese), and 2 percent are Anglo. Participants are in grades 6-12, or are dropouts.

The summer institute expanded a local pilot program, responding to findings that being overage in grade was the most significant factor contributing to the dropout rate. To identify the migrant students at greatest risk of dropping out of school, the state department of education developed an identification and tracking system that determines the dropout risk for migrant students attending all Florida public schools based on (1) the number of years a student is placed below grade level according to age, (2) the number of school absences and interruptions, (3) English language proficiency, and (4) the extent of academic deficiencies determined by standardized tests and grades.

Major Program Features

- **Planning and design.** The program evolved from a 1985 pilot project in Pasco County, Florida, which showed that a majority of migrant high school students lacked credits needed for graduation—and were missing as much as one third of the school

year. When the program was expanded statewide in 1986, it sought to provide at-risk migrant students with the opportunity to earn academic credits toward promotion and/or graduation; receive remediation in reading, math, and other deficient academic areas; develop study and life management skills; and improve self-esteem.

Recognizing that migrant students have differing needs, the program developed several strands aimed at specific grade-ranges and goals. Students are placed in one of four strands, which include:

- A middle school strand for students in grades 6-8, which focuses on intensive academic remediation and coursework completion required for promotion

- An "upgrade" strand, which provides intensive advanced coursework for overage seventh-grade students and enables them to advance to a grade placement more appropriate for their age

- A high school strand, which allows high school students to make up as many as 2½ credits that would have otherwise been lost

- A dropout retrieval strand, which reconnects migrant dropouts with appropriate educational/vocational programs for which they may be eligible

- **Academic focus.** On weekdays, students receive breakfast at 7 a.m., followed by classes until 4 p.m. During the day, classes focus on language arts, mathematics, science, and social studies, with individual student schedules set according to a "prescription for instruction" sent from the student's home district. After classes and before their 5:30 p.m. dinner, students can participate in recreational activities (e.g., soccer, basketball, tennis); from 6:30 p.m. to 9 p.m., they attend sessions on study skills, career development, and tutoring. Students use the same textbooks and materials used in their regular classrooms, along with supplemental materials developed especially for the evening sessions.

  The program has close ties with the students' home-school districts; program administrators view the institutes as a supplement or extension of the schools. Each home-school district includes an instruction plan on students' applications, and institute staff follow these closely. In addition, institute teachers must follow the state curriculum objectives and ensure that students master the instructional standards of each course.

The program has close ties with the students' home-school districts; program administrators view the institutes as a supplement or extension of the schools.

The program is highly individualized. Each student meets with his or her guidance counselor to set short-range goals (e.g., obtaining a specific course credit or improving English skills) and long-range goals (e.g., graduation from high school and planning for college or a vocational program). Materials and schedules are selected to meet each individual's needs; therefore, a teacher may have to prepare five or six lesson plans each day to meet the needs of his or her students. Students receive between 9 and 10 hours of classroom instruction Monday through Friday, from 8 a.m. to 4:00 p.m. and from 6:30 p.m. to 9:00 p.m. Saturdays are devoted to field trips; student government activities; and other educational, cultural, and recreational activities. Although Sunday nights are reserved for tutoring sessions, students may receive tutoring at any time.

- **Organizational management/structure.** The program begins at the end of the regular school year (mid-June) and continues through July. It is supervised by a state-level coordinator, and a residential supervisor oversees the program at each site. The number of additional staff is determined yearly to provide one classroom teacher for every 10 students, one residential counselor for every 10 students, and one guidance counselor for every 25 students at each site.

  Teachers from throughout the state, including some ESL teachers, apply for the program and are selected on the basis of experience and other qualifications. Although the classroom teachers and guidance counselors play an important role in shaping students' goals and progress, the residential counselors work with the students most closely, serving as tutors, sports directors, field trip coordinators, surrogate parents, friends, and even nurses.

- **Parent and community involvement.** Although parent involvement is encouraged (through visits, participation in field trips, or other activities), the work schedules of most parents prevent their participation. Therefore, the primary role of the parent/guardian is to give permission for the student's participation. Private and public community agencies support the program with material goods based on documented student needs that cannot be met with program funds. For example, the Tampa Tribune has donated umbrellas, and the Lions Club donated bathing suits and eyeglasses.

The program is highly individualized. Each student meets with his or her guidance counselor to set short-range goals (e.g., obtaining a specific course credit or improving English skills) and long-range goals (e.g., graduation from high school and planning for college or a vocational program).

- **Professional environment.** All staff receive three days of inservice training that focuses on the program's goals and objectives, ensures a complete understanding of the program's components, explains the relationship between the school district and the institute, and provides strategies for helping students adjust to the program and its academic activities. The sessions are conducted during the week before the program starts at each site. During the training, teachers, guidance counselors, administrators, and other appropriate staff review the student applications and begin setting class schedules based on the documented needs.

- **Funding.** The institutes receive federal funding through the Title I Migrant Education Program and state funding through a variety of programs, including the Florida Department of Education Migrant Child Education Program, the Adult Migrant and Seasonal Farmworker Program, and the Food and Nutrition Program. The program also receives a small share of its funding from state general revenues. In addition, local public and private agencies provide support through in-kind donations. The annual budget for the institutes is $1 million, and the program coordinator estimates that the per-pupil expenditure is $3,200.

- **Cultural inclusiveness.** The program attempts to eliminate the cultural and psychological gaps between students and staff. Residential counselors, the staff members working closest to students, typically are former migrant students who know firsthand the difficulties confronting migrant students. Guest speakers—former migrant students who have "made it"—serve as role models. In addition, one day of inservice training focuses on cultural sensitivity and strategies for teaching children with limited English proficiency. This session is conducted by a traveling team from Florida Atlantic University and is aimed at building staff awareness of the students' cultural backgrounds.

- **Assessment and accountability.** Teachers monitor student progress daily and share problems or concerns about students on a regular basis. If problems are identified—either with an individual student or an aspect of the program—the entire staff works as a team to address the deficiency.

  Evaluations are built into the program, and each year the sites assess the percentage of students reaching personal goals such as

U.S. DEPARTMENT OF EDUCATION

course completion. More than 90 percent of the students successfully complete the requirements and receive full credit for their courses.

Implementation Issues

The program design reflects lessons learned from the 1985 pilot project, which failed to attract significant numbers of at-risk migrant students. A survey found three reasons: (1) Since migrant parents move frequently during the summer, a day program was not practical for them, (2) parents expected older children to work in the fields to assist the family financially, and (3) students needed credits that would count toward high school graduation—not just remediation of skills.

In response to the survey, the program changed before expanding statewide. The format was modified from a day program to a residential program, so students could stay while their parents traveled and worked during the summer. Students were provided automatic and earned stipends, thereby enabling migrant families to offset some of their children's lost potential earnings. Noncredit remedial courses were replaced by courses that carry credit toward high school graduation.

Program developers decided that the program should be held on a college campus to familiarize migrant students with college life and eliminate the sense of intimidation many students felt. The state department of education announced a proposal request to all colleges in the state, and program staff selected three universities on the basis of their record serving disadvantaged students and whether they could provide sufficient resources. Participants are treated as college students, with full access to the institution's recreational facilities, library, labs, and computer centers. By interacting with other college students, participants learn that a college education is within their reach.

According to the program coordinator, some critics originally feared that students would not be able to stay focused during the long days; in student evaluations at the end of the program, participants have requested more free time. However, program staff wanted to include as many classroom opportunities as possible to help students make up for lost time. The coordinator said that the institutes are able to motivate students by enabling them to concentrate on learning activities because the program meets most of the students' needs for health, nutritional, social, financial, and other support services.

Evidence of Success

A four-year longitudinal study of students who participated in the program between 1988 and 1991 showed that 89 percent of the high school students who completed the program stayed in school and graduated, compared with 54 percent of a control group. Similar results were recorded for middle grade students, with program participants showing dropout rates of 0 percent for seventh graders and 2 percent for eighth graders; of control group students, 12 percent dropped out in seventh grade and 24 percent did so in eighth grade. In addition, program administrators have anecdotal evidence that the institutes have improved migrant students' attitudes and perceptions about school so that they now see high school graduation as an important goal.

U.S. DEPARTMENT OF EDUCATION

SUMMER PROGRAM FOR AT-RISK STUDENTS

South Bend, Indiana

Overview

This five-week, summer Title I Migrant Education project uses a theme-based, interdisciplinary curriculum to help more than 500 students in grades pre-K-10 succeed in the regular school program, attain grade-level proficiency, and improve their academic achievement in basic and advanced skills. The program, which began in 1968 and targets students who are migrant or nonnative English speakers, emphasizes geography, science, the arts, media, and technology. The themes, chosen by students and the project director, provide a focus for computer labs, library research, and journal writing.

School Context

South Bend, Indiana, is an urban community that has lost many manufacturing jobs in recent years. The school district contains 20,000 students, of whom about 29 percent are African American, 5 percent are Hispanic, and 2 percent are Asian American. The dropout rate among language minority students is about 15 percent. Most students who attend the summer program live on the west side of town, where the majority of Hispanics live.

The program, held at a single school site each year, focuses on helping mostly Hispanic language-minority students acquire the skills, knowledge, and support needed to enter school, remain at grade level, learn English or pursue accelerated studies, graduate from high school, and find productive employment or pursue higher education. Many of the students are considered to be at risk of school failure because of their limited proficiency in English, high mobility, and cultural traits.

Key Characteristics

- **Family and community involvement**
- **Thematic activities**

Major Program Features

- **Planning and design.** The Summer Program for At-Risk Students began in 1968 as a Title I project; since 1978, it has been sponsored by the local Title I Migrant Education Program and the school district. Each participating student has an individualized plan for achieving academic and personal goals. A planning team that consists of parents, teachers, the school principal, and the project director convenes in January to discuss the site, the theme, and the budget. In February, the team begins planning the curriculum. Before the project begins, the director meets with classroom teachers to discuss each student's individual performance and learn which materials and methods

will work best for him or her. In addition to the services provided at the school site, the summer program has two bilingual support staff who visit the children's families to determine the family's housing, health, employment, and education needs. Breakfast, lunch, and two snacks are served every day.

- **Academic focus.** The goals of the summer school for at-risk students include improving basic skills and English language proficiency, expanding awareness of career and cultural opportunities, and boosting students' self esteem. Students are recruited through bilingual letters sent to parents in April, home visits to illiterate or unresponsive parents, and word-of-mouth communication. The project director defines three principal areas of focus: (1) remedial help, (2) enrichment activities, and (3) accelerated courses of study. Summer school and regular term teachers determine each student's placement on the basis of a skills checklist, test scores, and a Migrant Student Record if available, and through consultation with bilingual education staff. Individual student needs and performance are closely monitored by a mentor—an aide or college student who is supervised by a lead teacher. The program, which serves approximately 500 students each summer, begins in the third week of June and runs for five weeks. Students meet for seven-and-a-half hours a day, Monday through Friday. Students spend mornings on academic activities and afternoons in extracurricular activities such as dance, art, or swimming.

Two bilingual outreach workers visit the students' families to assess their needs. If a family needs assistance with housing, obtaining food stamps, finding employment, or pursuing adult education, the outreach workers connect them with the proper community resources.

Summer activities center around a theme developed by students, teachers, and the project director. For a "world geography" theme, for example, students researched different countries and then simulated an airport in the school lobby. Each wing of the school represented a different continent, and each classroom represented a country. Visitors "flew" to the country (classroom) of their choice, where students presented the educational and cultural knowledge they had acquired. Each year, the theme is changed to entice previous students to return. Program leaders also say that students return because the activities are fun and hands-on and because meals are served.

Students and staff use the school's computer labs. For a "health" theme, for example, accelerated students wrote research papers on a family member's disease, such as diabetes or cancer. Students researched the illness and its treatments, learned what treatments their relative had used, and described prevention strategies. Beginning in seventh grade, students

who show interest in higher education also receive college counseling. The project director has informal arrangements with three local universities to identify possible scholarship candidates among the summer program participants.

- **Organizational management/structure.** The 24 teachers in this full-day program are regular classroom teachers, and many speak Spanish. The program uses 36 aides, most of whom are Hispanic or Asian American students who also serve as positive, bilingual role models. The program is flexible and takes into account each student's age, previous experience, and grade level when determining a course of study. For example, a group of 60 students is monitored and/or taught by one lead teacher, two teachers, and four or five instructional assistants. Of these 60 students, 25 may be involved in academic tasks designed to keep them at grade level, 20 may be in enrichment courses that enhance their knowledge and interests, and 15 may take accelerated courses that encourage them to pursue advanced studies.

  The project has a partnership with Notre Dame, Bethel, and Indiana University at South Bend (IUSB), which helps college students obtain scholarships and guarantees them jobs in the summer program for at-risk students. In 1993, 12 college students taught in the summer program.

- **Parent and community involvement.** Two bilingual outreach workers visit the students' families to assess their needs. If a family needs assistance with housing, obtaining food stamps, finding employment, or pursuing adult education, the outreach workers connect them with the proper community resources. Staff members form alliances with churches and community agencies such as Hispanic Girls Camp, which sponsors a two-week summer camp, and Parents-as-Learners, a project for parents of preschool children. Seventh- and eighth-graders can participate in a separate component of the summer program that provides pre-employment training and job placement.

  Students in the summer program are asked to interview their parents and family members about their family histories and culture. Students in grades four and above write stories about their family history and review them with their parents. At the end of the summer program, students display their work, operate special information booths, and receive awards. Parents and community members are invited to this event to visit their

children's classrooms and view projects accomplished during the summer. Program leaders also use these events to address community issues.

- **Professional environment.** The project director believes that the best way to learn is to teach, and this philosophy permeates all aspects of the program. The director selects faculty carefully and builds an atmosphere of trust by assigning them duties that they feel comfortable doing. Teachers and support staff attend a three-day training session that includes presentations on topics such as whole language and English as a Second Language (ESL) strategies, and breakout sessions that allow teachers with similarly aged students to plan lessons and develop materials together. The teachers also help older students develop materials to use with younger children.

- **Funding.** The program receives $61,000 from a state summer migrant education grant and $74,000 from the school district. Sixty percent of the funding for the summer program comes from federal migrant education grants to the state, 30 percent from the district's general fund, and 10 percent from the Job Training Partnership Act and other small grants. The program's annual budget is $135,000, for an expenditure of $1.54 per student hour.

- **Cultural inclusiveness.** Ninety percent of the summer program students are Hispanic; the rest are primarily Vietnamese or Cambodian. According to the program director, South Bend is not a well-integrated community; therefore, the program focuses on strengthening the students' feelings of self-worth, encouraging them to set high personal standards, and teaching them to take advantage of opportunities. The project director, who is Puerto Rican, builds an "atmosphere of trust" to counteract demoralizing messages that her students receive from the community, which labels them "migrant," "foreign," or "disadvantaged." In the summer program, speaking another language is not viewed as a problem to be remedied but as an asset, and students have many role models who demonstrate pride in their accomplishments.

- **Assessment and accountability.** The project director continually requests and integrates the opinions and advice of participating teachers, aides, and students, both informally and through formal surveys on ways to improve the program. Students take tests at the beginning and end of the five-week program, including Brigance for preschoolers, the TABE Test

U.S. DEPARTMENT OF EDUCATION

of Basic Skills for grade seven and above, and Language Assessment Scales for ESL students. Teachers consider Comprehensive Test of Basic Skills results when designing a student's individual plan, and document each student's completion of each phase of instruction. The successful completion of projects also is considered a measure of student progress.

Implementation Issues

Extensive coordination and collaboration within the community are important. The project leader began by forming personal relationships with important allies, such as school principals, district administrators, and members of community organizations; these relationships improved the effectiveness of working groups that helped design and implement the program. Six months before the summer program begins, the director convenes district administrators, bilingual and migrant education administrators, summer teachers, and community representatives to discuss the program. She also meets annually with the principal of the designated summer school site to gain local support.

Transportation to the program is provided on school buses hired by the district, which funds summer programs throughout the district.

Because air conditioning is not available, teachers must make sure that students drink enough water to prevent dehydration. The district's bilingual education division also provides fans.

Evidence of Success

Program directors offer the following evidence of success: (1) increases of up to three proficiency levels among 19 limited-English-proficient students taking CTB-McGraw Hill's Language Assessment Scale in 1992; (2) an increase in the attendance rate from 90 percent to 92 percent; and (3) increased enrollment (from 217 students in 1989 to more than 500 in 1994). The program received the U.S. Secretary of Education's Chapter 1 National Recognition Program Award for three consecutive years.

In some cases, students have leveraged success with the summer program into opportunities to participate in other activities. More than 100 art projects produced by students in the summer program were selected to compete in the local 4-H fair in 1992; two students from the summer program also attended a summer leadership institute for Hispanic girls; in 1991, 25 participants in seventh, eighth, or ninth grade who had perfect attendance in the summer migrant program also participated in a summer job program, and 25 students participated in one of two special programs at Indiana University.

The project leader began by forming personal relationships with important allies, such as school principals, district administrators, and members of community organizations; these relationships improved the effectiveness of working groups that helped design and implement the program.

U.S. DEPARTMENT OF EDUCATION

TOTAL ACTION AGAINST POVERTY (TAP)

Summer Youth Employment Program
Roanoke, Virginia

Key Characteristics

- **Strong employment component**
- **Nontraditional, individualized instruction**

Overview

The Summer Youth Employment Program is one of more than 30 programs coordinated by Total Action Against Poverty (TAP), a community action agency located in Roanoke, Virginia. In existence for more than 20 years, all of the programs focus on a common theme: helping low-income individuals achieve self-sufficiency through education and training. The Summer Youth Employment Program, funded through the Job Training Partnership Act (JTPA), operates at several sites in Virginia. In 1993, the Roanoke program profiled below served 190 youth between the ages of 14 and 21. Students may participate in academic or work portions, or both. The academic program, first offered in 1982, offers six to eight weeks of basic remedial classes, Monday through Friday mornings, for 25 hours a week with a minimum of 90 hours over the course of the summer. The work program places students with nonprofit employers in the afternoons for 30 to 40 hours a week.

School Context

Students are drawn from 6 high schools and 8 to 10 middle schools in the Roanoke area. According to their scores on the Test of Adult Basic Education (TABE), these students function at academic levels between third and tenth grade. Slightly less than 10 percent of the students have limited English proficiency. A similar percentage are classified as physically handicapped; less than half of all students are in special education programs. Forty-five percent of the students are Anglo; 45 percent are African American; and 10 percent are Asian, Haitian, or Puerto Rican. Program eligibility is based on place of residence, age, income level, physical handicaps, and whether the student's family receives public assistance. Almost half of the students live in public housing projects, and between 85 and 90 percent of the students live below the federal poverty line. Approximately 10 percent of participating youth are either not school-age (over age 18) or have dropped out of school. Students are referred to the program by community agencies, the department of social services, and schools.

Major Program Features

- **Planning and design.** Federally funded summer employment programs have existed in Roanoke for more than 20 years, beginning with funds from the Manpower Development Training Act (MDTA) and the Comprehensive Employment

and Training Act (CETA). The program is currently funded through JTPA. Program planners emphasize basic remedial education because many of the youth enrolled in the program have academic deficiencies that hamper their employment opportunities. In accordance with JTPA requirements, all youth must be evaluated upon entering the program; students who test at least two grades below grade level receive remediation.

The Roanoke program teaches students to express themselves orally and in writing and provides meaningful work experiences. Recognizing that these youth are at extremely high risk for dropping out of school, the program tries to stimulate their interest in school and encourages them to seek post-secondary training.

Each year, TAP staff write to schools and work sites asking for letters of commitment that describe the potential work opportunities for students at that site. Sites that participated during the previous year are asked to assess the quality of the program and its management, indicate whether the site will be offered again as a student workplace, and note the number of students that can be served at the site. TAP has further contact with the schools through referrals from school counselors and principals. The program is publicized to students primarily by word of mouth.

Recognizing that these youth are at extremely high risk for dropping out of school, the program tries to stimulate their interest in school and encourages them to seek postsecondary training.

- **Academic focus.** Classwork, which accounts for 20 to 25 hours a week, focuses on communication skills, reading, writing, and vocabulary. The program director describes her approach as nontraditional: students do not sit in rows and take notes, memorize facts, or take quizzes. Instead, they may interview elected officials, discuss their responses, and report the conversations in a newsletter. Because most students have difficulty obtaining basic information, many activities focus on oral question-and-answer sessions or presentations. The project director also maintains contact with the students' regular teachers and principals who, in addition to guidance counselors, refer children to the program.

Instruction is individualized, based on student scores on the achievement test. The program emphasizes one-on-one relationships between instructors and students; because the maximum student-teacher ratio is 15:1, and each class has an aide, teachers can develop close relationships with each student. Teachers also may work with a single student while the others

use computers for remedial exercises. Teachers take classes to tour radio and television stations, city hall, and the local courts.

Since 1992, the program has offered ESL classes in addition to basic education, as well as a class for physically handicapped students. The instructors are often certified teachers, and all have experience using nontraditional teaching methods and working with disadvantaged students. Teachers are recruited from local schools and universities. The program uses remedial text books and materials, purchased with grant funds, such as New Beginnings in Reading and GED program resources.

- **Organizational management/structure.** The program is administered by the youth services division of TAP. The director of youth services writes the grant applications each year and is in charge of program planning and implementation, including hiring teachers and aides and planning the curriculum in conjunction with teachers. The assistant program director visits the job sites and works as a liaison between the job site superintendent, the student, and the program counselor, making sure that students fill out time sheets correctly and honestly. The assistant director also files a monthly report to TAP that counts the number of students and sites involved in the program and whether the sites are academic- or work-oriented.

  Three sites offered classes for TAP in 1993, including an occupational school for handicapped students and a community college. The largest employer of students in the summer program is a local hospital, where students work on grounds maintenance crews, in dietary services or child care, and as housekeepers or clerks.

- **Professional environment.** The program hires teachers who have experience working with disadvantaged, at-risk students in nontraditional settings and using such teaching methods as summarizing ideas and concepts, storytelling, and leading group discussions in a noncompetitive environment. Most of these instructors are certified teachers. Teachers do not receive professional development in the summer program because of the short time span.

- **Funding.** Funding for the program in 1993 was $200,000, provided by JTPA. These funds cover teachers' salaries; student wages (for classes and work hours); materials; transportation to classes; and some fringe benefits, such as worker's compensa-

U.S. DEPARTMENT OF EDUCATION

tion. Students receive a bus pass for public transportation to their classes but not to their work site. Space for the classes often is contributed by a local community college or occupational school. Students are paid minimum wage for attending class and their jobs. The TAP agency also provides some in-kind administrative support.

- **Parent and community involvement.** There is no effort made to involve parents in the program, other than to keep them informed about their children's placement and schedule. According to the program director, the program has a very good reputation in the community, with community organizations such as the Roanoke Fifth District Employment and Training Consortium referring many of their youth to the program. Local department stores and businesses contribute volunteers and in-kind donations, such as gift certificates, restaurant meals, and leather briefcases that are used as incentives and graduation gifts for students.

- **Cultural inclusiveness.** ESL classes are offered to those students identified as having limited English proficiency.

- **Assessment and accountability.** Every student takes the TABE before and after the program. This test, which is required by JTPA, measures vocabulary, writing skills, math comprehension, and language mechanics. In addition, the program coordinators monitor the students' performance at their work sites, including attendance records and the quality of work. Federal monitoring also occurs to ensure that the program meets all JTPA regulations.

Implementation Issues

One of the biggest obstacles the program has had to overcome is convincing youth who are at risk for dropping out of school to enroll in what amounts to summer school. In fact, when the remediation requirement was added to the program, many youth declined to participate. The program had to convince these adolescents that the summer experience would be very different from the traditional school setting they were used to.

Now, because of positive word-of-mouth communication among students, the program has no trouble getting students to participate. To entice students who would rather be at a job site to attend the academic remediation, TAP pays the students the same stipend offered by the job site: $4.25 an hour. Sources did not report any problems with space, transportation, or school relations.

Evidence of Success

The completion rate for the program is close to 90 percent, which program coordinators consider a measure of success because the program serves such a high-risk population. As one program administrator said, "All the other programs don't want these kids—this is a last stop for them. If you can get them through a program, it's a miracle." In addition, 95 percent of these students return to school in the fall. As one individual involved with the program commented, "Some of these kids would without a doubt fall by the wayside if not for this program."

All of the students in the program have achieved post-program TABE scores at the same or higher level than their pre-program scores; most scores rise by at least three months, as measured on a grade-level basis. Students who are working in a full-time job at the end of the summer are not post-tested.

U.S. DEPARTMENT OF EDUCATION

TEEN OUTREACH PROGRAM (TOP)
ASSOCIATION OF JUNIOR LEAGUES INTERNATIONAL

Tuolumne County Public Schools
Sonora, California

Key Characteristics

- **Led by association and community sponsors**
- **Strong community service component**

Overview

The Teen Outreach Program (TOP) is a national dropout and teen pregnancy prevention effort sponsored by the Association of Junior Leagues International (AJLI) since 1987, with community sponsors at each site. The key components are (1) classroom group exercises centered around a Life Options curriculum, (2) a strong relationship between students and facilitators, and (3) a community service commitment. The format varies among sites, but the program typically adds two hours a week during the school year and focuses on helping participants develop a positive self-image, concrete life management skills, and future goals. In 1993-94, the program reached 114 classroom sites in 35 cities, including several in the Tuolumne County Public Schools. This profile provides background on the overall national program while focusing on the Tuolumne project.

School Context

Approximately 1,500 students participated in TOP nationally in 1993-94. Nationally, the average age of participants is 15, although ages range from 11 to 21. About 40 percent of the students are African American, 40 percent are Anglo, and 13 percent are Hispanic. Two fifths of the participants are from single-parent families; the parents of about one fifth had less than a high school education. In the Tuolumne County School District, about 115 students from four schools participated in TOP in 1993-94. The district serves a rural, predominantly Anglo population of 52,000. In 1993-94, Teen Outreach sites included three elementary schools and a high school; in 1994-95, the program will expand to two more schools. The Tuolumne program serves about 90 seventh- and eighth-graders and 25 high school students. More than 90 percent of the students are Anglo, 6 percent are Hispanic, and about 2 percent are Native American. The unemployment rate in Tuolumne County is 11 percent; 42 percent of the students come from low-income families.

Major Program Features

- **Planning and design.** The national program evolved from a pregnancy prevention program established in 1978 by an administrator in the St. Louis Public Schools. In 1981, the

Junior League of St. Louis and the Danforth Foundation began sponsoring the program, and in 1984 the Charles Stewart Mott Foundation funded a national demonstration effort by the Junior League of St. Louis. Since 1987, the AJLI has administered the program. By 1993-94, the program was offered in 114 classroom sites and served 1,500 students. From the program's inception, community service was viewed as an integral component in enhancing students' self-esteem and enabling them to see themselves as contributing members of their community.

Administrators of the Tuolumne County Public Schools sponsored TOP for the first time in 1992-93, combining it with an existing program for at-risk youth called the YES-Youth Community Health Alliance. The YES project began in 1986 in response to community concerns about drug and alcohol abuse, teen pregnancy, and school dropouts. Agencies that funded YES suggested that Tuolumne schools consider implementing TOP; school administrators were attracted to TOP's community service component and hoped it would connect students with the community.

Interdisciplinary community service projects are integrated into and enhance the core academic curriculum.

- **Academic focus.** Students participate in the program during the school year for two hours each week. One hour is spent in a "Life Options" class (which is held after school but may take place during the regular school day) and one hour is spent performing community service. Students are usually arranged in groups of 15 to 20, and at some sites the program may be taken for credit. At Tuolumne schools, an average of 25 students are in each group; the Life Options course is offered for credit during the regular health class or during class time designated for substance abuse prevention or sex education, in an attempt to "institutionalize" the program and avoid potential transportation problems. But the highlight of the Tuolumne TOP program is the community service— or "service learning" component, which occupies students for at least one hour a week outside the regular school schedule.

Interdisciplinary community service projects are integrated into and enhance the core academic curriculum. For example, a science class participating in a stream clean-up project also involves history, civics, and language arts learning as students study the history of the community and uses of the stream and activate community leaders to support changes that could eliminate pollution and restore stream life. Students reflect upon their learning and develop language arts skills through discus-

sions and by writing articles, essays, and personal journals. Service learning also encourages higher-order thinking skills and allows students to apply learning to real-life situations. Other service learning projects in Tuolumne involve composting, recycling, and cemetery clean-up.

In addition, the Tuolumne TOP program has applied for funding in collaboration with the school district, the Community Health Alliance, and a local community college's service learning program, which will provide mentoring relationships between college students enrolled in service learning and the high school TOP students. The new project also will pay teachers to develop more curricula integrated with service learning for most elementary schools and two high schools in the county.

The Life Options class, led by a teacher or counselor who serves as a facilitator, stresses positive decision-making skills. The class follows a model curriculum distributed by the AJLI; it includes 11 units on such topics as communication skills, planning for the future, and learning about the community. In the latter, participants discuss the meaning of community, the community's needs and resources, and their role in the community. Students then plan an individual or group community service activity to address those needs. Participants developed strong connections with a hospital by volunteering as candy-stripers or working in the maintenance, carpentry, office, preschool, or senior center areas. Other students planned gardening and recycling projects at the school.

Students also participate in planning the Life Options classes, enabling close interaction between students and facilitators. These interactive sessions encourage students to think critically about issues and evaluate their own behavior. Goals for the sessions include developing students' communication and conflict resolution skills and helping students set short- and long-term goals.

- **Organizational management/structure.** AJLI requires that each program have a community sponsor—typically a Junior League but sometimes another community agency. The sponsor must secure funding for the program, arrange and monitor the community service, and collaborate with the school system. Working with the local schools, the sponsoring agency selects a facilitator and conducts training seminars. The number of students partici-

pating determines the number of facilitators hired, with the goal of a ratio of one facilitator for every 15 to 20 students.

In Tuolumne County, the program was initiated by a partnership between the county office of education and the Community Action Agency because the county does not have a Junior League. The program director works half-time, and the staff includes a liaison person and about five teacher/facilitators each year. The director meets regularly with the facilitators to resolve problems and share innovations. In addition, an advisory committee composed of school personnel and community representatives provides frequent input on the program's operations.

Student selection in the national program differs among sites. In some programs, students enter TOP voluntarily when they hear of the program; at other schools, facilitators or counselors identify students who are not yet exhibiting negative behaviors but who could be at high risk of leaving school or becoming pregnant. High-risk factors include having a parent or older sibling who did not graduate from high school or who became pregnant as a teenager.

Student selection in the Tuolumne program also varies among sites. At one elementary school, students who do not pass certain classes or have limited academic success are identified by teachers and pulled out into a special class. However, in the other three sites the Tuolumne TOP program is not a pullout program; one of the classes is self-contained, and in the other two TOP is an elective. Although students are still identified by teachers, program staff ensure that there is a mix of high-risk students and high achievers, and the two groups of students work closely together.

- **Community involvement.** Community involvement is built into the TOP program through the service learning component and through frequent guest lectures from community members. For career exploration sessions, facilitators frequently invite police, realtors, and other professionals to discuss their jobs. A recent service learning project involved cleaning up the local Masonic cemetery. With its strong ties to community service from the pre-existing YES program, the Tuolumne TOP also has built-in interaction with the community. TOP sites have developed strong relationships with community service providers, such as the hospital. The program plans to expand

U.S. DEPARTMENT OF EDUCATION

outreach to parents to encourage their involvement in the community service efforts.

- **Professional environment.** Junior League International staff visit each site when new facilitators are hired and provide intensive two-day training on the TOP curriculum. The trainers focus on ways to encourage student participation and self-reflection. Training focuses on using role-playing as a means of building assertiveness and communication skills.

- **Funding.** Funding for the national program covers the cost of evaluation and provision of technical assistance. TOP is sponsored by several grants, including funding from the Charles Stewart Mott Foundation, the Lila Wallace-Reader's Digest Fund, the Smith Richardson Foundation, and the Carnegie Corporation of New York. At individual sites, community sponsors raise funds to cover operating costs. In Tuolumne County, the county office of education and the Community Action Agency sponsor the program and last year solicited grants to cover the $32,700 annual budget. A $25,000 grant from the Sierra Health Foundation provides the bulk of funding, and a smaller grant from the state Office of Criminal Justice Planning supplies the remainder. The program does not receive federal funds. The per-pupil expenditure is approximately $218.

- **Cultural inclusiveness.** In one of the units in the Life Options class, students discuss their cultural differences and commonalities and consider the impact of prejudice and discrimination through role playing. At Tuolumne TOP sites, student groups are fairly homogeneous, with most students coming from low-income Anglo families. The program director noted that cultural differences exist according to income and that the staff is urged to be sensitive to the needs of children from low-income families. Tuolumne County also has a growing Hispanic and an existing Native American population, and program staff respond to their needs by working with school-designated Hispanic advocates or district coordinators of ESL or Limited English Speaking programs. TOP staff also coordinate efforts with the Tuolumne Rancheria, a Native American reservation, to address special needs.

- **Assessment and accountability.** Junior League International requires each TOP site to conduct a pre- and post-program evaluation that consists of intake forms filled out by students

and tracking student-participants. A national evaluation of 3,674 student-participants and 4,202 comparison students was completed in 1991.

The intake form asks students about their school and life experiences, including questions such as "Have you failed any courses this year? Have you been suspended? Did you skip a day? Were you picked up by the police? Have you been pregnant or caused a pregnancy? Do you smoke cigarettes? What is your parents' education level?" Tuolumne schools have only conducted the pre-program survey at this point. "It's too early to tell if the program's having an effect," the program director said. "With most programs like this, you don't expect behavioral changes for five years."

Implementation Issues

The program has worked well in Tuolumne County, the program director reports, largely because it has been tailored to a rural community. Transportation is a barrier to almost any social service program in this area because public transportation is not readily available and/or affordable to the students. But program staff structured TOP to avoid transportation problems; the Life Options class is held during the day so students are already at the school, and most of the community service projects are located within walking distance of the schools. As program participants consider sites further from the school, staff are trying to arrange discounted or free public bus passes for students.

The Tuolumne program director recommends that the national organizers of the TOP program train trainers in the Life Options curriculum, instead of visiting each site to train facilitators. The change would save the travel costs of importing trainers from national headquarters and would benefit all sites trying to institutionalize the program, she said.

Evidence of Success

The national TOP evaluation found that in the seven years ending in 1991, TOP participants averaged an 18 percent lower school suspension rate, a 50 percent lower school dropout rate, and a 33 percent lower pregnancy rate than students in the comparison group. Although these statistics cannot be broken down easily by TOP site, the Tuolomne County TOP director reports a more positive attitude toward school among participants. Through participation in service learning, students also demonstrated greater personal, civic, and social responsibility and learned to work effectively with others.

BEFORE- AND AFTER-SCHOOL PROGRAM

Yuk Yau Child Development Center[5]
Oakland, California

Overview

The Yuk Yau Child Development Center (CDC), founded at its current site in 1982 and administered by the Oakland Unified School District (OUSD), offers three programs: before- and after-school programming for K-3 students at a nearby elementary school, a full-day preschool program, and a prekindergarten program for three hours a day.[6] The center is open 10 hours a day, Monday through Friday, and provides services during the summer, on holidays, and on teacher in-service days. Most students who participate before and/or after school also participate in the summer program. Yuk Yau focuses on developmentally appropriate activities, language arts, and multicultural activities with the goal of preparing Asian children for success in school and full participation in American society.

Yuk Yau focuses on developmentally appropriate activities, language arts, and multicultural activities with the goal of preparing Asian children for success in school and full participation in American society.

School Context

Yuk Yau, located in downtown Oakland's Chinatown, is one of 22 child development centers operated by the school district. Yuk Yau maintains close ties to Lincoln Elementary School across the street, where all of the center's school-age children are enrolled. Although only 10 percent of the children attending Yuk Yau live in the Lincoln school area, they are automatically enrolled at Lincoln upon completion of preschool and prekindergarten so they may continue to participate in the Yuk Yau program. About 85 of the Center's 122 slots are filled by school-age children (K-3), most of whom entered Yuk Yau as preschoolers; the rest are in prekindergarten.

Ninety-eight percent of the children attending Yuk Yau are Asian; of these, 96 percent are Cantonese and 4 percent are Vietnamese. All of the Asian children come from non-English-speaking families. Sixty percent come from families whose annual income is below $15,000, and 40 percent have family incomes of between $15,000 and $30,000. Many parents work in minimum wage jobs, hold more than one job at a time, and/or support extended families that have no other source of income. Ninety percent of the children receive free or reduced-price lunch.

Key Characteristics

- **Independent location with links to a nearby school**
- **Multiple and varied groupings**

Major Program Features

- **Planning and design.** The Oakland CDCs were developed by the state government in the 1930s to provide child care to women working in wartime industries; the focus on providing child care continues today. Planning for the Yuk Yau center began in 1976, driven by renewed community interest in before- and after-school care. The school district constructed a permanent building for Yuk Yau. The facility, designed by University of California/Berkeley architecture students, has an entirely moveable interior wall system; a small, sunken theater-in-the-round; and two lofts, one that provides a play area for students in kindergarten and first grade, and one that houses the primary grades' computer station. Yuk Yau also has a large fenced-in playground, a full kitchen, restrooms, lockers, a piano, and a small cafeteria. Instructional materials, although sparse, include several games of logic and skill, such as chess.

- **Academic focus.** The Yuk Yau program provides "parallel education" for Lincoln school's K-3 students by reinforcing skills taught during the regular school day, through hands-on activities and individualized help on homework. It also provides a quiet, comfortable work area and nurturing attention for children whose parents work long hours, according to the site administrator. Overarching emphases include encouraging children to write, draw, play thought-provoking games skillfully, and use educational and recreational computer software.

  Students are grouped by interest, random selection, and weekly rotating schedules to ensure that each child is exposed to all types of activities and learns to work easily with others. Kindergartners and first-grade students share a classroom but spend time before school in the primary classroom with older students; the two rooms are merged for activities three times a week. All students also share common playground periods. Activities for the youngest children are based on developmentally and age appropriate practices; themes are integrated across the curriculum. Although school-age children focus on acquiring English language skills, the curriculum structure is the same for all participants.

  The primary classroom incorporates theme-based instruction into independent work periods, small and large group activities, and outdoor free play. The independent work period allows school-age children to select a topic of interest (e.g., science, math, or art) and work at their own pace. For exam-

The Yuk Yau program provides "parallel education" for Lincoln school's K-3 students by reinforcing skills taught during the regular school day, through hands-on activities and individualized help on homework.

ple, students may work on a puzzle map of the United States, explore different land forms through shapes and pictures, or experiment with magnets. The teacher or assistant guides children who have difficulty or suggest different activities if the chosen one proves too difficult.

Small group activities allow children to move among various hands-on labs and projects interacting with their peers. A language lesson may involve writing a story as a group and discussing it. Large group activities focus on social skills, reading, and storytelling; all children come together for outdoor free play. All school-age children also do at least 20 minutes of homework four days a week. On Fridays, the curriculum is unstructured. Yuk Yau's summer program, which lasts between 6 and 10 hours a day, includes field trips and special sports events such as a baseball league and weekly swimming lessons.

- **Organizational management/structure.** The center is open from 7:30 a.m. to 5:30 p.m., Monday through Friday. Yuk Yau staff are employed by the school district and supervised by a site administrator, who also oversees another CDC. Each preschool group of 24 children is staffed by one teacher and two assistants. All other groupings consist of one teacher and one aide for every 28 students. The school-age classrooms are staffed by 3.5 full-time equivalent (FTE) teachers, with 5.66 FTE instructional aide support. The educational qualifications of teachers and assistants range from Child Development Associate training to a graduate degree; turnover is low.

  Because of the center's proximity to the school, communication about special assistance or problems occurs daily between Lincoln and Yuk Yau staff—often when teachers escort students between the buildings, by telephone, or by written message. In addition, a joint study team of Lincoln and Yuk Yau staff meets monthly to promote formal program coordination. Because Yuk Yau is open so many hours each day and teachers work seven-hour shifts, the site administrator schedules morning and afternoon teachers to overlap at least one hour, which provides smooth transitions for students who may be there both before and after school. Assistants work split shifts, covering both morning and afternoon hours.

- **Parent and community involvement.** Because the program is designed to provide child care, parents of Yuk Yau participants must either be working or be in a job-oriented training pro-

gram. These parents typically see education as their children's path to success and a job, and Yuk Yau as a step in the right direction. They develop relationships with center staff in part because they must sign their children in and out daily, which often leads to conversations about the children and their activities. They actively support the Center's focus on English language acquisition and volunteer whenever their schedules permit. In addition, 75 percent to 80 percent of the parents attend monthly parent education workshops at Yuk Yau. Topics include health, discipline, and learning activities parents can do with their children.

The local community supports Yuk Yau. During the Chinese New Year, the Center hosts a celebration for 500 people. Local Asian-owned companies make occasional contributions. The importance of community service is impressed on the children, who, in cooperation with a local charity, help prepare and deliver Christmas meals to the homeless.

Yuk Yau staff network within the community to ensure that parents and children make smooth transitions to the center and from the Yuk Yau to Lincoln. For example, if parents cannot pay or arrange for the paperwork and medical examinations their children need to enroll in the Center or Lincoln, Yuk Yau staff coordinate with appropriate social service agencies to ease the burden. Staff also arrange for translators and Asian mental health and counseling services for children and parents and coordinate Yuk Yau families to arrange transportation for students. These efforts increase families' sense of community with their children's teachers and dedication to their children's learning.

- **Professional environment.** Yuk Yau teachers participate in monthly staff development workshops held by the district's department of early childhood development. Recent sessions included conflict resolution strategies, writing effective lesson plans, integrated curricula, effective parent-teacher relationships, and cross-cultural studies. These teachers regularly share what they have learned with the teaching assistants. In addition, teaching assistants participate in several formal professional development sessions each year.

- **Funding.** All families of school-age children attending Yuk Yau pay fees based on a sliding scale distributed by the California Department of Education, although more than 95 percent of the children pay nothing. Per-pupil expenditures are approxi-

mately $27 a day. Approximately 65 percent of the families receive some form of public assistance, and more than 90 percent of the children receive free or reduced-price lunch.

- **Assessment and accountability.** School district guidelines require an annual program self-evaluation that includes setting goals and objectives for the upcoming year. Annual performance reviews also require staff to set personal goals. In addition, the district's department of early childhood development encourages the CDCs to compare test scores of third-graders who participated in the program with those of nonparticipating third-graders.

Implementation Issues

The Yuk Yau Center overcomes two of the problems that often plague extended-time programs—transportation availability and cost—by its proximity to Lincoln Elementary School, which all of the center's students eventually attend. Yuk Yau staff escort K-3 students to the Center after the regular school day; if a child needs to stay after school for any reason, that does not cause any transportation problems for the Center.

Evidence of Success

Because the purpose of the CDCs is to assist working parents, evaluation data on Yuk Yau's academic effectiveness have not been a high priority. However, the director of the district's early childhood education program notes that several school principals whose students participate in the centers say that these students more often have their homework completed, are better able to resolve conflicts with others, and demonstrate a strong desire to learn. The principal at Lincoln Elementary agrees with this assessment.

[1] Some of these statistics on participation are lower than those cited earlier, which are 1993-94 data. Data from 1992-93 have been used to show evidence of success because that school year is the most recent one for which complete figures are available.

[2] This includes lunch, recess, and nap time, much of which teachers consider instructional time. For example, teachers instruct students in social skills during a family-style lunch period. If this time is deducted, students receive about 450 extra hours a year.

[3] This amount is based on 630 hours of extra instruction per year, and includes lunch, recess, and nap time. Excluding these activities, the cost is $2.22 per student per hour, based on 450 hours of service.

[4] Much of the information in this profile came from a 1993 research report entitled the National Study of Before and After-school Programs, conducted by RMC Research Corporation in collaboration with the School Age Child Care Project at Wellesley College, and Mathematica Policy Research, Inc., for the U.S. Department of Education's Office of Policy and Planning.

[5] The preschool and prekindergarten programs are similar in philosophy and curriculum, but the preschool program's primary goal is to provide subsidized childcare for parents who are employed or training for employment. The prekindergarten program's goal is to provide one year of preschool education to children from any low-income family.

BEST COPY AVAILABLE

APPENDIX A
CONTACT INFORMATION

ASPIRA, Inc. of Illinois
Ida Sanchez, Director
1567 N. Milwaukee Ave.
Chicago, IL 60622
(312) 252-0970

Chapter 1 Private School Summer Program
Linda Hoyt
Chapter 1 Program Specialist
Beaverton School District 48
P.O. Box 200
Beaverton, OR 97075
(503) 591-4374

Charleston County Public Schools
Michele English, Dist. Coordinator
Summer Enhancement Program
Charleston County Public Schools
3 Chisolm St.
Charleston, SC 29401
(803) 720-2993

Educational Program for Homeless Children and Youth
Laurie Feisek
Coordinator, Homeless Children, Youth, and Adults
600 E. Boulevard Ave.
9th Floor
Bismarck, ND 58505
(701) 224-2260

Florence School District One
Gail Morris, Kindergarten Coord.
Florence School District One
319 Dargan St.
Florence, SC 29506
(803) 669-4141, ext. 1129
(803) 673-1108 (FAX)

Kids Crew Programs
Brenda Cowan
Coordinator of Youth Programs
The Brooklyn Children's Museum
145 Brooklyn Ave.
New York, NY 11213
(718) 735-4400

Public Housing Project Afterschool Study Centers
Juanita James
Manager, Residential Relations
Omaha Housing Authority
3010 R St.
Omaha, NE 68107
(402) 444-4781
(402) 444-4241 (FAX)

Raising Hispanic Academic Achievement
Samuel Sanchez, President
Raising Hispanic Academic Achievement, Inc.
14016 Daleshire Way
Burtonsville, MD 20866-2104
(301) 890-7986

Socorro Independent School District
Sue Shook, Asst. Superintendent
Socorro Independent School District
P.O. Box 27400
El Paso, TX 79926
(800) 356-3179

Summer Institute for At-Risk Migrant Students
Frank F. Campano, Coordinator
Migrant Secondary Ed. Service Center
Florida Department of Education
408 W. Chipman St.
Plant City, FL 33566
(813) 757-9331

Summer Program for At-Risk Students
Maritza Robles
Director of Bilingual/Migrant Education
South Bend Community School Corporation
635 South Main St
South Bend, IN 46601
(219) 282-4150

Teen Outreach Program (TOP)
Judy Halling
TOP Director
175 S. Fairview Lane
Sonora, CA 95370-4859
(209) 533-8710

Total Action Against Poverty (TAP)
Summer Youth Employment Program
Ron Jones
Assistant Program Director
403 W. Campbell Ave. SW
Roanoke, VA 24016
(703) 345-6895

Yuk Yau Child Development Center
Betsy Chinn
Site Administrator
Yuk Yau Child Development Center
291 10th St.
Oakland, CA 94607
(510) 893-1659

APPENDIX B
RESOURCES FOR PLANNING AND IMPLEMENTING EXTENDED-TIME PROGRAMS FOR DISADVANTAGED STUDENTS

I. RECENT CASE STUDIES OF EXTENDED-TIME PROGRAMS

The following reports contain descriptive profiles of extended-time programs for disadvantaged students. Most also include information on contacting the programs.

Adelman, N. (1991). Staff development for teachers of disadvantaged students. Washington DC: Policy Studies Associates, Inc.

Funkhouser, J., & Chimerine, C. B. (1991). Extended instructional time for disadvantaged students: Examples of local projects. Washington, DC: Policy Studies Associates, Inc.

Millsap, M., Turnbull, B., Moss, M., Brigham, N., Gamse, B., & Marks, E. (1992). The Chapter 1 implementation study. Interim report. Washington, DC: U.S. Department of Education.

Moore, M. T., & Funkhouser, J. (1990). More time to learn: Extended-time strategies for Chapter 1 students. Washington, DC: U.S. Department of Education, Office of Planning, Budget, and Evaluation.

Pringle, B. A., Spiro, D., Anderson, L., Richardson, L., Rubenstein, M., & Thompson, M. (1991). Mentoring and peer tutoring projects funded under the secondary schools basic skills demonstration assistance program. Washington, DC: U.S. Department of Education, Office of Planning, Budget, and Evaluation.

Seppanen, P. S., Kaplan deVries, D., & Seligson, M. (1993). National study of before and after school programs: Executive summary. Washington, DC: U.S. Department of Education, Office of Policy and Planning.

Seppanen, P. S., Kaplan deVries, D., & Seligson, M. (1993). National study of before and after school programs: Final report. Washington, DC: U.S. Department of Education, Office of Policy and Planning.

Stringfield, S., Winfield, L., Millsap, M., Puma, M., Gamse, B., & Randall, B. (1994). Urban and suburban/rural special strategies for educating disadvantaged children: First year report. Washington, DC: U.S. Department of Education, Office of Policy and Planning.

U.S. Department of Education. (1991). America 2000. An education strategy. Washington, DC: Author.

U.S. Department of Education. (1993). Summer challenge: Model programs for disadvantaged students. Washington, DC: Author.

II. SELECTED NATIONAL ORGANIZATIONS OFFERING EXTENDED LEARNING OPPORTUNITIES FOR YOUTH[1]

The following national organizations have developed programs that can be offered during non-school hours. Although most programs focus on hands-on academic enrichment or leadership and citizenship development, many local sites also offer tutoring and other more traditional academic activities. Several offer extensive staff development or curriculum resources, as well as information on populations with special needs. All programs focus efforts on poor or otherwise at-risk populations.

ASPIRA Association, Inc.

ASPIRA promotes education and leadership development among Hispanic youth. Founded in New York City in 1961, it now has community-based affiliates in six states: Florida, Illinois, New Jersey, New York, Connecticut, and Pennsylvania. Youth participate through ASPIRA clubs, where they develop leadership and academic skills, explore careers, and participate in community service. ASPIRA offers several program planning guides, including one on organizing and working with parent groups. ASPIRA monitors federal policies, conducts and disseminates research on the needs of Hispanic youth through its Institute on Policy Research, conducts advocacy for Hispanic youth, and assists with network building.

Contact: Hilda Crespo
Interim National Executive Director
ASPIRA Association, Inc.
1112 16th Street, NW
Suite 340
Washington, DC 20036
(202) 835-3600

The Association of Junior Leagues International (AJLI)

AJLI is an organization of women committed to promoting volunteerism and improving the community through the effective action and leadership of trained volunteers. The 284 Junior Leagues throughout the United States, Canada, Mexico, and Great Britain have a collective membership of more than 190,000 women. AJLI has two issue priorities: child health and education. AJLI supports efforts to ensure that all people have access to the education necessary to be productive members of society. Currently, two related programs provide strategies to achieve this end. The Partnership for Progress (PFP) program helps establish the community as a major stakeholder in school reform. The Teen Outreach Program (TOP) helps at-risk youth avoid school failure, adolescent pregnancy, and substance abuse. Operating in 108 classrooms in 39 cities, TOP includes facilitated group discussions and a community service component. AJLI also publishes periodicals and resources that provide technical assistance, background information, and strategies for community impact in key areas (including education).

[1] *Many of these descriptions are adapted from A Matter of Time: Risk and Opportunity in the Non-School Hours, Carnegie Corporation of New York, December 1992.*

Contact: Holly Sloan
National Executive Director
Association of Junior Leagues International
660 First Avenue
New York, NY 10016-3241
(212) 951-8338

Big Brothers and Big Sisters of America

Big Brothers/Sisters, founded in 1904, matches one child—usually from a single-parent, low-income family—with one adult volunteer who serves as a mentor, friend, and role model. Adult volunteers dedicate between three and six hours a week to the project for a minimum of one year. Big Brothers/Sisters has developed four national initiatives to reach more at-risk youth: developing school-linked programs, recruiting minority volunteers, involving older adults as mentors, and training mentors. The organization consists of a national office linked with independent, locally run agencies. Agencies also provide counseling, referral, and family support services.

Contact: Thomas M. McKenna
National Executive Director
Big Brothers and Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 667-7749

Boys and Girls Clubs of America

Founded in 1906 as a boys' club, the organization—now coeducational—is a federation of local, autonomous clubs. These programs offer activities in citizenship and leadership development, cultural enrichment, social recreation, and personal educational development. There are approximately 175 clubs located in public housing projects.

Contact: Thomas G. Garth
President
Boys and Girls Clubs of America
771 First Avenue
New York, NY 10017
(212) 351-5900

Educational Equity Concepts (EEC)

This national nonprofit organization, founded in 1982, strives to decrease discrimination in education based on gender, race/ethnicity, and disability. EEC conducts training, workshops, and research, and provides written and hands-on materials for use in and out of the classroom, beginning with prekindergarten students. One program designed to involve parents in the science education of their children, Playtime is Science, has recently expanded from its New York City base to 10 national regions. Using materials commonly found in any home or classroom, parents are trained to engage their children in hands-on, inquiry-based physical science activities that develop analytical, spatial, social, and language skills.

Contact: Merle Froschl and Barbara Sprung
Co-directors
Educational Equity Concepts
114 East Thirty-Second Street
New York, NY 10016
(212) 725-1803

Hands On Science Outreach, Inc. (HOSO)

The HOSO mission is to develop and disseminate informal science and math education enrichment experiences for children in prekindergarten through elementary school. The informal science program is for use before- or after-school and during evenings, weekends, or summers; the program offers adult training, written curriculum guides, and resource kits. HOSO, which began in 1980 as an after-school recreational science program, has been administered in Montgomery County, Maryland, by the local council of PTAs' nonprofit corporation, Educational Programs, Inc. HOSO was incorporated in 1984 to respond to requests for programs outside its original location. The National Science Foundation began funding HOSO in 1985 to test the viability of the program in other communities. HOSO programs now can be found nationwide.

Contact: Hands On Science Outreach, Inc.
4910 Macon Road
Rockville, MD 20852
(301) 881-1142

The National 4-H Clubs

The National 4-H Clubs is part of the U.S. Department of Agriculture's Cooperative Extension Service, established by Congress in 1914. The purpose is to provide practical education through hands-on activities. 4-H programs, which operate out of land-grant universities and colleges, target youth in rural, suburban, and urban areas. Youth can participate in programs through clubs, special interest components, school enrichment, individual study, and instructional television. Although local programs vary, topics typically include agriculture and natural sciences, science and technology, career education, leadership development, community service, and communications.

Contact: Richard Sauer
President and CEO
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2830

OR

Alma Hobbs
Assistant Deputy Administrator
4-H Youth Development, Room 3860
U.S. Department of Agriculture
14th and Independence, SW
Washington, DC 20250-0900
(202) 690-4970

APPENDIX A

Contact Information

APPENDIX B

Resources for Planning and Implementing Extended-Time Programs for Disadvantaged Students

APPENDIX C

Planning and Implementation Checklist

National Urban League

The National Urban League's revised missions are to help African Americans achieve social and economic equality and to promote opportunities for all minorities and the poor. Local affiliates conduct direct service programs in their communities, addressing employment, education, and economic development. All local affiliates have education initiatives or support activities for academic achievement. National programs for youth, adopted by some affiliates, address such topics as academic improvement and motivation, leadership development, and community service.

Contact: John E. Jacob
President and CEO
National Urban League
500 East 62nd Street
New York, NY 10021
(212) 310-9000

III. NATIONAL ASSOCIATIONS AND RESOURCE CENTERS

The following selected national associations and resource centers offer information and materials that may be useful to planners of extended-time programs. Several sources can provide curriculum and program guides as well as technical assistance.

Center For Early Adolescence

Founded in 1978 to promote the healthy growth and development of young adolescents, the Center for Early Adolescence is part of the University of North Carolina-Chapel Hill's school of medicine. The center's programs include major initiatives in adolescent literacy, urban middle-grade reform, the preparation of middle-grade teachers, promotion of adolescent health, community collaborations for youth, and leadership development for young workers. The multi-disciplinary library provides information on promising practices for school and community programs as well as referrals to other organizations. The center offers training for professionals and volunteers using a comprehensive curriculum in parent education and provides consultation on curriculum development, program design, and staff development.

Contact: Center for Early Adolescence
School of Medicine
University of North Carolina at Chapel Hill
D-2 Carr Mill Town Center
Carrboro, NC 27510
(919) 966-1148

National Association for the Education of Young Children (NAEYC)

NAEYC offers resources and services to early childhood professionals, parents, and policy makers focusing on child development and early education. Services include numerous professional development resources on issues such as developmentally appropriate practice, curriculum and assessment, standardized testing, and teacher preparation.

BEST COPY AVAILABLE

Contact: National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009
(202) 232-8777

National Association for Year-Round Education (NAYRE)

NAYRE serves as a clearinghouse for information on year-round education and is the chief repository of this information in the United States. NAYRE regularly refers school districts to speakers with year-round education expertise. In addition to responding to inquiries, NAYRE forwards materials provided by school districts with year-round schedules to those interested in the concept.

Contact: National Association for Year-Round Education
P.O. Box 711386
San Diego, CA 92171-1386
(619) 276-5296

National Center for Service Learning in Early Adolescence

The National Center for Service Learning in Early Adolescence is a resource for educators, youth workers, and policy makers seeking to meet the developmental needs of early adolescents. The Center:

- provides training and technical assistance to practitioners implementing service learning programs
- collects and disseminates information on effective service learning models through a clearinghouse
- develops and publicizes standards of quality for service learning involving early adolescents
- conducts research on the impact of service learning on early adolescents

Contact: Alice Halstead
Director
The National Center for Service Learning in Early Adolescence
CASE: The Graduate School and University Center of CUNY
25 West 43rd Street
Suite 612
New York, NY 10036-8099
(212) 642-2946

U.S. DEPARTMENT OF EDUCATION

National Education Service Foundation (NESF)

NESF is a nonprofit educational service that helps national and local leaders provide "systematic approaches for ensuring the health, well-being, and joy in learning of America's youth." NESF supports the use of Dr. W. Edwards Deming's quality principles as one means of transforming American education systems. Forums, conference materials, and in-depth profiles of individual schools are available on video cassette.

Contact: National Education Service Foundation
1610 West Third Street
P.O. Box 906
Bloomington, IN 47402-0906
(812) 336-7714

School-Age Child Care (SACC) Project

This multifaceted project at the Center for Research on Women at Wellesley College began as an attempt to raise awareness and establish school-age child care programs. The project currently focuses on meeting policy and implementation challenges and enhancing the quality of existing programs. SACC addresses the needs of parents, school administrators, caregivers, and local and state policy makers through field studies, research, evaluations, workshops and consultations, leadership training, conferences, and publications.

Contact: School-Age Child Care Project
Wellesley College
Center for Research on Women
Wellesley, MA 02181
(617) 283-2547

School-Age Notes

This national organization publishes a monthly newsletter for school-age care professionals and offers ideas, strategies, and abundant resources for working with school-age children. Topics include before- and after-school programs, staff development, developmentally appropriate practices, and suggestions for hands-on program activities in a variety of subject areas.

Contact: School-Age Notes
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464

APPENDIX C
PLANNING AND IMPLEMENTATION CHECKLIST

The following checklist is designed to assist teachers, principals, district administrators and others in planning extended-time programs.

Planning and Design

- ❑ Clearly defined needs of target population (formal needs assessment; locally defined needs of specific population; broad-based educational research findings applied locally)
- ❑ Goals of the extended-time program
- ❑ Ideal time of day, week, or year
- ❑ Amount of time to add
- ❑ Program costs (staffing and use of volunteers; materials; donations from community-based organizations; space; insurance and liability)
- ❑ Hiring and supervision
- ❑ Student selection
- ❑ Performance monitoring

Links with the Regular Academic Program

- ❑ Role of regular teachers (referring students; relating individualized student needs; program planning and staffing)
- ❑ Use of texts and materials for tutoring and homework help

Focus on Effective Practices

- ❑ Academic enrichment and hands-on learning
- ❑ Thematic instruction
- ❑ Appropriately challenging curriculum
- ❑ Individual and small group instruction
- ❑ Direct and indirect teaching
- ❑ Focus on problemsolving and decisionmaking
- ❑ Heterogeneous grouping
- ❑ Building on diversity within the larger community
- ❑ Flexible scheduling
- ❑ Use of technology
- ❑ Interaction with caring adults
- ❑ Organized youth activities

Parent and Community Involvement

- ❑ Parent outreach
- ❑ Community outreach
- ❑ Partnerships to meet program and community needs

Professional Development Options

- ❑ Instructional technique
- ❑ Enrichment and hands-on
- ❑ Interpersonal skills
- ❑ Cultural awareness
- ❑ Subject matter expertise
- ❑ Special needs of disadvantaged students

Sustaining Funding

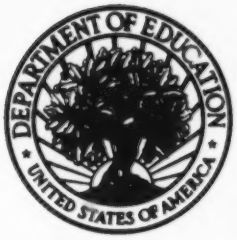
- ❑ Federal categorical programs
- ❑ State Departments of Education
- ❑ Private educational organizations
- ❑ Community agencies and organizations

Challenges to Planning and Implementation

- ❑ Attendance
- ❑ Transportation
- ❑ Staffing
- ❑ Safety
- ❑ Use of school facilities by nonschool staff
- ❑ Establishing accountability
- ❑ Meeting the needs of at-risk populations

Evaluation

- ❑ Collecting or gaining access to assessment data
- ❑ Focus of evaluation
- ❑ Identifying tracking strategies
- ❑ Instrument development and data collection
- ❑ Scoring and summarizing data
- ❑ Analysis and interpretation
- ❑ Acting on findings
- ❑ Continuous monitoring



U.S.
DEPARTMENT
OF
EDUCATION

BEST COPY AVAILABLE

EA027211

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").